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ABSTRACT

This issue contains the following articles and features: (1) "Information for English Teachers"; (2) "The Right to Read in Any Language," by Wilga Rivers; (3) "Applying Theoretical Principles to the Teaching of Reading Comprehension," by Ahuva Weiss; (4) "Social and Economic Influences on English Teaching," by Tzilla Kratter; (5) "Training Students to Use the Monolingual Learner's Dictionary," by Adrian Underhill; (6) "Some Suggestions for Teaching in Grade Four," by Lily Vered; (7) "Teaching in Heterogeneous Classes--A Review of Four Years' Experimentation," by Pinchas Bechler; (8) "A Reading Experiment in the Classroom," by Carol Godfus; (9) "Reading Strategies and Discourse Analysis of Texts," by Elite Olstain; (10) "English Teachers' Association in Israel"; and (11) "News from the Instructional Television Centre," by Sheila Been, and others. The volume concludes with letters to the editor and synopses in Hebrew of the articles. (AMH)

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Pedagogical Secretariat — English Inspectorate

ENGLISH TEACHERS' JOURNAL (Israel)

Number 23

July 1980

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NATIONAL INSTITUTE OF EDUCATION

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ENGLISH TEACHERS' JOURNAL (Israel)

Number 23, July 1980

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הוראת האנגלית, משרד החינוך והתרבות, ת.ד. 292, ירושלים
לכתובת זו יש לכתן את פניות הקוראים. דמי מינוי 40 לירות
(שני גליונות) יש לשלוח ליחידת הפירסומים, משרד החינוך
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INFORMATION FOR ENGLISH TEACHERS

Professor Wilga Rivers' Visit

As this issue of the ENGLISH TEACHERS' JOURNAL was going to press, Professor Wilga Rivers was concluding her visit to Israel as a guest of the Ministry of Education and Culture. During her short visit she gave lectures and conducted seminars throughout the country on the following subjects – Linguistics and Psychology as a Basis for Language Pedagogy, Foreign Language Acquisition – Where the Real Problems Lie, The Natural and the Normal in Language Learning, The View on the Way Up – A Wider Perspective, Hearing and Comprehending – What Was That, I Didn't Quite Catch It?, and Language Learning and Language Teaching – Any Relationship? Many hundreds of teachers, teacher-trainers, teacher-counsellors, inspectors and university teachers attended her lectures. In addition, Professor Rivers visited primary and secondary schools and teachers' colleges, observed lessons and spoke to the teachers. In the next issue of the JOURNAL we shall publish the comments, impressions and recommendations which Professor Rivers will have sent us by then. Professor Rivers is the author of: Teaching Foreign Language Skills, A Practical Guide to the Teaching of English (with Mary Temperly), The Psychologist and the Foreign Language Teacher, and Speaking in Many Tongues. The JOURNAL expresses the views of all who had the privilege and the pleasure of hearing Professor Rivers' lectures and taking part in the numerous seminars and professional discussions which were held that it was a memorable, enlightening and very encouraging experience. Professor Rivers has given us permission to publish her article "The Right to Read in Any Language". In March, Professor John Oller will be visiting Israel as a guest of the Ministry of Education and Culture. Professor Oller is a leading international authority in the field of Language Testing, and will be conducting a series of seminars and lectures for Inspectors, University teachers and Bagrut examiners.

Authorized Textbooks for Schools, 1980-1981 School-Year

The Ministry of Education and Culture publishes a list of textbooks and supplementary material, which is revised annually. This list contains only material which has already been published at the time of going to print, and is therefore available in the market. The following is a list of the TEXTBOOKS only (not the SUPPLEMENTARY MATERIAL) authorized for the coming school-year. Teachers are advised that these are the only authorized textbooks: if they wish to use other textbooks, for example for remedial or experimental purposes, they must obtain the approval of the English Inspector of the school.

With regard to SUPPLEMENTARY MATERIAL, there is not the same need for approval of material not in the Official List, and teachers are free to use supplementary material (e.g. Readers, grammars, visual aids, collections of Comprehension Passages such as "With It" by Esther Lucas, Technical English) at their discretion. However,

two points must be made vis-a-vis supplementary material: firstly, teachers should make sure that the material is suitable for their classes or indeed any classes in Israel – much of the material from aborad is meant for adult immigrants or foreign students in Britain or the U.S.A. (this is also the case with the vast majority of textbooks from abroad also) and as such is not suitable for schools in this country; secondly, these Readers, grammars, etc. are *supplementary* material, i.e. they must not come *instead of* a regular textbook which teaches the language in a systematic and graded fashion. Teachers should examine carefully all this supplementary material from abroad (especially "Readers") and make sure it is compatible with our educational values; in addition, they should make sure it does not contain any political or religious references which may be offensive.

Textbooks for Primary School (Grades 4–6)
English for Speakers of Hebrew (ESH) 1 (Audio-Visual Course)
ESH 3 (Audio-Visual Course)
ESH 2 (Pre-Reader)
ESH 4/5, Language (this book has replaced the former books ESH 4 and ESH 5)
ESH 4, Religious Schools edition
Living English I, 1–2 by Moragh and Bamberger
Living English II, 1–2 by Morahg and Bamberger
Living English I-II, 1–2 (for Religious Schools) by Morahg and Bamberger
Look, Listen and Learn I, II, III by L. Alexander
I Can Read English by Ada Fuchs
English Pages by Nili Almagor

Textbooks for the Intermediate Division (Grades 7–9)
ESH 6, Language (meant for Grade 7)
ESH 6, Reader (meant for Grade 7)
ESH 7 (for weaker classes)
ESH 8 (for weaker classes; continuation of ESH 7)
ESH 10 (Reader for Grade 8 or weaker Grade 9)
ESH 9 (in press – meant for Grade 8; see notice in this issue)
ESH 11 (for Grade 9)
ESH 12 (for Grade 9, weaker Grade 10)
ENGLISH IS FUN (NETA) – for very weak classes (especially Grade 7)
UNIT A – What's This?
UNIT B – A Monkey With An Umbrella
UNIT C – What Time Is It?
UNIT D – Tuesday or Thursday?
UNIT E – Find the Treasure
IZZY SMART (NETA) – for very weak classes (especially Grade 8) – see notice in this issue
UNIT ONE – Where Are My Bags?
UNIT TWO – Where Is That Waiter?
UNIT THREE – Where Is Our Guide?

Do and Say by R. Morahg
Living English III by Morahg and Banberger
ESH Intermediate Level I, Language Section 1, Language Section 2, Reader
ESH Intermediate Level II, Language Section 1, Language Section 2, Reader
First Things First by L. Alexander
Target I, II by L. Alexander
Mainline Progress A, B by L. Alexander

Textbooks for the Upper Division (Grades 10–12)
ESH Intermediate Level III (Booklets A – V) Language
ESH Intermediate Level III, Reader
ESH Some Stories and Poems
(Note: most of the ESH Intermediate Level books are now out of print but may still be obtained in second-hand bookshops)
ESH Advanced Level Language, Book I
ESH Advanced Level Language, Book II
English in Context by Valerie Whiteson
Practice and Progress by L. Alexander
Developing Skills by L. Alexander
Fluency in English by L. Alexander
Everyman's University Secondary English – Language books (for remedial use only, in Grades 11 and 12)

Literature Texts for the Upper Division
ESH Advanced Level Literature:
Vol. 1 – Essays and Poems
Vol. 2 – Stories and Plays (not the text of the plays)
The Glass Menagerie by Tennessee Williams (ed. A. Shalvi)
Short Stories (ed. A. Shalvi)
All My Sons by Arthur Miller (ed. A. Shalvi)
My Dungeon Shook by J. Baldwin (ed. Kernerman)
The Jet Age Malady by E. Vargas (ed. Kernerman)
Eveline by James Joyce (ed. Kernerman)
My Secret World of Idiom by J. Thurber (ed. Kernerman)
A Summer's Reading by B. Malamud (ed. Kernerman)
The Standard of Living by D. Parker (ed. Kernerman)
Eli the Fanatic by P. Roth (ed. Kernerman)
Courtship Through the Ages by J. Thurber (ed. Kernerman)
All My Sons by Arthur Miller (ed. Kernerman)
Everyman's University – Secondary English: Literature Texts
Eveline by James Joyce
The Standard of Living by D. Parker
Four British Poems (Musée de Beaux Arts; In Time of "The Breaking of Nations"; To An Athlete Dying Young; Sonnet XVIII by W. Shakespeare)

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Four American Poems (I Saw in Louisiana A Live Oak Growing: Stopping by Weeds; Mending Wall; The Picnic)
One Vote for This Age of Anxiety by Margaret Mead
Everything That Rises Must Converge by Flannery O'Connor
My Secret World of Idiom and Courtship Through The Ages by James Thurber
My Dungeon Shock by James Baldwin
The Blind Man by D.H. Lawrence
All My Sons by Arthur Miller

Dictionaries
Hornby et. al. "Advanced Learner's Dictionary of Current English"
Collins English Learner's Dictionary
Hornby: "Oxford Student's Dictionary"

Technical Texts for the Upper Division
English for You and Me by S. Carlebach (for very weak Vocational classes)
Shops and Fashions by Judith Nevo and Sheila Schoenberg
Describing An Outfit by Sheila Shoenberg
(for recommended textbooks for Secretarial and Tourism classes, see ENGLISH TEACHERS' JOURNAL, No. 19 April 1978 and No. 20 November 1978)
English for Technical Schools series (ed. A. Marbé)
Reader 1: General Technology (and Workbook)
Reader 2a: Electronics and Electricity (with exercises)
Reader 2b: Tools and Machinery (with exercises)
Reader 2c: Engines and Transport (with exercises)
Reader 2d: Agriculture and Workbook

Textbooks Accompanying the Instructional Television Series
Grade 5 (Dan and Edna programmes) Picture Book (also Teacher's Guide and tape)
Grade 5 (Neighbours programme) Neighbours (also Teacher's Guide, cassette, and Sing a Song – Summer Fun Book)
Grade 6 (Here We Are programme) Here We Are Pupil's Book; Here We Are Pupil's Exercise Workbook, Parts 1, 2; Here We Are Worksheets, Parts 1, 2, 3 (for Shortened Parallel Programme). Also Teacher's Guide to Key Programms; Teacher's Guide to Parallel Programme, Parts 1, 2, 3; Detailed Teacher's Guide to Shortened Parallel Programme, Parts 1. 2, 3; cassette; Here We Are – Summer Fun Book
Grade 7 (Gabby and Debby programme) Gabby and Debby Pupil's Book; Gabby and Debby Pupil's Book (alternative Edition); cassette; Teacher's Guide to Gabby and Debby
Grade 7 (Debby in Hospital programme) Debby in Hospital Pupil's Book; Debby in Hospital Pupil's Book (Alternative Edition); cassette; Teacher's Guide; Some More Stories (see "News from Instructional Television" in this issue)
Grade 8: The Adventures of Scooterman (Regular and Alternative Editions, Teacher's Guides to both editions); Crime and the Law (Regular and Alternative editions,

Teacher's Guides to both editions); The Amazing World of Dr. Halfbaked (Regular and Alternative editions, Teacher's Guides to both editions); English! English! English! (Regular and Alternative editions, Teacher's Guides to both editions)

Grade 9: English by Television Stage 5, Revised Edition (also Teacher's Guide, I, II) English by Television Stage 5, Alternative Edition, Parts I, II (also Teacher's Guide I, II)

Grade 10 (More About English programme) English by Television – Intermediate Level, Stage Two, Revised Edition (also Teacher's Guide)

New Textbook Series – IZZY SMART

All three units of this series (published by NETA, School of Education, Tel Aviv University) have now been published. The series is intended for very weak pupils (C Stream) in the Intermediate Division or the upper grades of primary schools. It is not structurally or lexically linked to the other NETA programme "English Is Fun", but is a little more sophisticated. As such, the "English Is Fun" books are probably more suited to Grade 7, and the "Izzy Smart" series to Grade 8 (sometimes, Grade 9). The "hero" of this new series is a detective named Izzy Smart who gets involved continually with all kinds of adventures. The programme contains stories presented in comic-book style, thus providing continuous accompanying visual reinforcement; the vocabulary is very limited and is continuously repeated. The programme also contains worksheets, games, flash-cards and a cassette. The variety of approaches enables a multi-sensory approach to learning and provides a wide variety of activities which will aid in the teaching/learning process. The entire kit consists of three units – *Where Are My Bags?* (adventures of a tourist in Israel); *Where Is That Waiter?* (going to a restaurant, foods, recipes, eating habits); *Where Is Our Guide?* (a tour of Jerusalem, visit to national and historical sites, map-reading). Every unit contains a workbook, a reading book, a cassette (one cassette for all three units), reading cards for individual or group work, flash-cards, and substitution drill cards. The kit is obtained from GESTALIT, Derech Ha'atzmaut 68, P.O.B. 2088, Haifa (Tel: 666378) or from RAMOT, Rehov Karni 13, Ramat Aviv, Tel Aviv (Tel: 415337).

In the press: ENGLISH FOR YOU AND ME (units for weak pupils in Grades 9 and 10)

The Institute for Teaching Aids will shortly be publishing a series of booklets for weak pupils (Practical Trend) in vocational schools, written by S. Carlebach. These booklets have been used on an experimental basis during the past school-year and deal with many of the vocational subjects in a highly-simplified manner. Titles in the set of combined source-workbooks are: NUMBERS, TIME, COLOURS, GEOMETRICAL SHAPES (for Grades 9/10) and MATERIALS AND TOOLS, MECHANICS, SIZE, INDUSTRY (for Grades 10/11). Stress is on dialogues and kinetic activities. A Teacher's Manual will be available also.

British Council In-Service Course

An unusual seminar on teaching English as communication was held from December 16-20 at Kfar Blum under the auspices of the British Council. Professors Christopher Candlin and Michael Breem of the University of Lancaster led the group of 27 participants that included supervisors of English, University and Seminary teachers and a select group of graduate students. Mr. Harold Fish, British Council Language Officer, was the organizer and guiding spirit.

Participants in ever-changing groups held discussions on such questions as the nature of language learning, language as communication, and evaluation of learning materials. One complete evening and day was devoted to the designing of activities based on "authentic English data". "Data" for one group was a tin of sweets. Other groups laboured over a cornflakes box and the beep announcing a newscast.

New M.A. Programme in TEFL

A group of students are now completing the first year of studies towards an MA in TEFL (Teaching English as Foreign Language), at Tel Aviv University. The MA is given by the School of Education but is a combined programme of education and applied linguistics, thus creating an interdisciplinary degree supported by the School of Education and the Department of Linguistics. Students who have a B.A. degree in English, Linguistics or Education (TESL/TEFL trend), and teaching certificate, are eligible for the MA programme.

Israel Association for Applied Linguistics

The Seventh Annual Conference of the Association will take place during Hol Ha-Mo'ed Succot (29 September 1980) at the School of Education, The Hebrew University of Jerusalem. Annual membership fees for the Association are 100 lirot. Issue No. 2 of the Association's journal "Balshanut Shimushit" has been published, price 150 lirot. The address of the Association is P.O. Box 7663, Jerusalem.

ESH 9 – Language Text for the Eighth Grade

ESH 9 is the last missing number in the series of ESH texts for the primary school and the Intermediate Division (ESH 1 – ESH 12). The text, which is intended to appear in Summer 1980, constitutes the link between the language text ESH 6 (seventh grade) and ESH 11 (ninth grade). It is also intended to be used in close coordination with the Reader ESH 10, intended for either the eighth or the ninth grades.

There are a number of innovations in ESH 9:

a) considerable work is intended for classroom communication and role-playing activities

b) The content of the reading passages and situations included in the units is particularly suited to the age level and interest of the students. The themes employed and the lexical selection prepare students for reading ESH 10.
c) Special review and exercises are given at the end of the book to be used either together with the unit or at a later date according to the decision of the teacher.

"A Book of Suggestions for Teachers in Grade Four"

This BOOK has now been published and is available, price IL 65 (including VAT and postage) from שרות ההפצה, משרד הבטחון, רח' ב', מס' 29, הקריה, תל אביב
The BOOK consists of articles and of detailed lesson-by-lesson programmes.
Contents: Articles
Principled Decisions in Teaching English in Grade 4/ Raphael Gefen
Teaching English in Grade 4: General Principles and Bibliography/ Nili Tager
Teaching Vocabulary in Grade 4 / Rivka Kressel
Teaching Script Handwriting to Beginners / Raphael Gefen
Why, What and How to Teach English in the Fourth Grade / Celia Bercovits
Teaching English in Grade 4 / Penny Ur
English in Grade 4: Reading Readiness and Writing / Aliza Halperin
Some Suggestions for Using the E.S.H. Books in Grade Four / Ruth Benziman
How to Make the "Pre-Reader" Come Alive / Tova Katzman
"English Pages for Beginners" (Textbook) / Nili Almagor
"I Can Read English" (Textbook) / Ada Fuchs

Contents: Programmes
English Teaching in Grade 4 / Lucy Marnin and Anna Sotto
A Suggested Approach to Teaching English in Grade 4 / Zafra Tatcher
Units for Grade 4 English / Lillian Englander

English Newspapers for Use in Schools

ENGLISH NEWS LIMITED
P.O. Box 3349, Jerusalem. Tel.: (02) 532491
ENGLISH NEWS and JUNIOR ENGLISH NEWS

Now ending their seventh year of publication, *ENGLISH NEWS* and *JUNIOR ENGLISH NEWS* are monthly newspapers in simplified English for Jewish and Arab pupils of English in all kinds of Israeli schools. *EN* is usually read by pupils in their last three years of high school, while *JEN* is ordinarily used in the 8th, 9th and 10th grades. English teachers ordering for a minimum of 10 pupils receive a free teacher's copy and a free "Teacher's Guide" suggesting exercises and questions on the articles.

Pupils read in *EN* and *JEN* about current events, controversial issues, sports, pop music, personalities, TV programmes, famous rabbis, and Arab affairs. The crossword

puzzles, mini-mysteries, "Consumer's Corner" articles, "Wordtalk" language discussions, and "Dear Dina" personal advice column help to make the newspapers enjoyable and educational reading for over 55,000 pupils. The focus is always on items of human interest and on understandable subjects drawn from the experience of Israeli pupils.

Teachers may order the newspapers (or receive free sample copies) by writing or by telephoning. The papers are sent by mail or by private delivery to reach schools during the first week of each month, but there are no issues in July and August. The first issue of the 1980–1981 school year will be available at the end of the first week in September. The prices for next year will be announced when the June newspapers of this year are sent out. Teachers can order for the whole school year, for several months, or for one month. It is not necessary to accompany orders with a payment. (Two months are allowed for payment.)

GOOD TIMES LTD

P.O.B. 3576, Jerusalem. Tel.: (02) 525353

Good Times (Grades 7, 8, 9) *Just For You* (Grades 6, weak 7) *ABC Times* (Grades 4, 5)

Over 60,000 pupils have used GOOD TIMES, JUST FOR YOU and ABC TIMES in their classes during the past school year. In the coming school year, the newspapers will once again be available from September and thence monthly right through the year.

GO! – the new newspaper for Technical/Vocational/Comprehensive schools

This new newspaper was introduced in January 1980 to serve the needs and interests of weaker pupils in Vocational, Technical and Comprehensive schools, whose level of English, despite their age, remains weak. It is hoped that the new newspaper, appearing monthly, will motivate them to attain better standards in vocabulary and reading comprehension. The material is carefully chosen and contains many pictures. GO! is designed to meet the needs of weak pupils in Grade 9 and upwards, especially in the "Practical" (MASMAM) and "Regular" (MASMAR) trends in these schools. Free samples of GO! and other publications will be provided free to all interested teachers.

Subscription Rates for the 1980/1 School-Year

Because of the inflation, it is not as yet possible to set final subscription rates for the coming school-year, but in August promotional and order forms will be sent to every school and English teacher Subscription rates will be kept as low as possible.

"BAGRUT EXAMINATIONS IN ENGLISH 1976-1978"

This collection of Bagrut examinations between the years 1976 and 1978 (Winter and Summer dates) is available, price 5.7 shekalim (57 lirot) per copy, from the following source:

This booklet contains the Reading Comprehension passages, the Listening Comprehension passages, the Composition subjects, the Language exercises and the questions on the Reading programme (5 point level). No answers are provided.

THE ENGLISH CURRICULUM FOR SCHOOLS

The English Curriculum for Schools (Grades 5-12) is available from 'Maalot' publishers, Rehov Carlebach 29, Tel Aviv (tel: 03-284191). **Individual** copies may be bought from their branch at Rehov Borochov, 20, Tel Aviv. Price per copy: 24 lirot (postage

extra). Every teacher should have a copy of the Curriculum, and Teacher-Trainers and Teacher-Counsellors should all ensure that their "charges" have a copy. The Curriculum is an indispensable part of the programme of studies for Teacher-Training (Pre-Service and In-Service).

ENGLISH TEACHERS' JOURNAL – Notice to Readers

Due to circumstances beyond our control, it will no longer be possible to accept new subscribers to the JOURNAL, and the present system whereby the JOURNAL was received by subscription will cease to operate. Current subscribers will continue to receive their copies as before until their subscription expires (they will be informed in due course). Henceforth, each issue of the JOURNAL will be on sale directly (i.e., it will not be possible to subscribe in advance) from the *Publications Department, Ministry of Defence, Rehov B, Number 29, Hakiria, Tel Aviv.* Please address your requests to them in Hebrew – שרות ההמצה, משרד הבטחון, רח' ב', מס' 29, הקריה, תל אביב

Whenever a new issue of the JOURNAL is published, notices will be sent to schools. We apologize for the undoubted inconvenience this new system will cause to our many subscribers.

THE RIGHT TO READ IN ANY LANGUAGE*

by Wilga M. Rivers

In our Western way of life, we take reading so much for granted that we are pulled up short when we hear reading scores are going down; that entering college students can read at only 8th or 9th grade level; that English classes in high schools are learning to read advertisements because Madison Avenue experts have already reduced the writing of advertisements to high frequency vocabulary and simple sentence structure that a sixth grader should be able to read. Despite television, dictaphones, and videotapes, this is still a literate civilization. Underdeveloped third and fourth world nations are avid to develop literate civilizations to ensure their future. We must guard what we already have and encourage a vigorous interest in the written word, whether in the native or a second language.

Naturally, we do not wish to reduce our present emphasis on communication skills, but for many of our students the written word will ultimately be the major way by which they will be able to learn about other ways of thinking and other peoples. Of course, we have films and television, but these are already interpreted for us by the selection of visual images, their arrangement, and the commentary or dialogue which accompanies them. In reading, we must think for ourselves; we can go back and check, we can reread,

*This paper contains some excerpts from W.M. Rivers, "Language learning and language teaching – any relationships?" in W.C. Ritchie, ed. *Second Language Acquisition Theory and Practice* (New York: Academic Press, 1977).

and we can read something else if we are not sure what to believe in what we have read.

But so little is known about reading, teachers say. No one really knows how to teach it. This is really not true. Most children in schools during the past 150 years *have* learned to read. Maybe we can teach reading better, but there is much research on reading available and we should know about it. Can this have any application to second-language reading, however, particularly for the adolescent/adult language learners with whom most of us work?

Much second-language acquisition research has concentrated on the learning of a second language by very young children in informal or bilingual situations. These children need to learn the act of reading as do all children. This research does not have a great deal to say that is helpful to those of use who teach adolescent/adult language learners.

Since the research in cognitive development of Piaget, we know that our adolescent/adult learners are at a different stage of development from the young children of these recent second-language acquisition studies. They are at the stage of formal operations. They are able to use hypothetical reasoning and think in the abstract. They are able to deduce potential relationships. They feel the need to find the reason for the relations they observe. They have passed the "critical period" for second-language acquisition, so frankly they have to use their heads as do all adolescent/adult learners.

Here we can, I believe, look seriously at research into the teaching and learning of language and language-dependent activities in the native language, especially with subjects of a similar age, and see what kinds of problems they highlight for our second-language learner in the formal classroom. The native-language students who have been the subjects of this research do not possess a mature and rounded competence in their first language; in fact, many are impoverished in this regard. They are still language learners as are our own students. The problems for the second-language learner are compounded, to be sure, by the need to acquire and use with flexibility another symbol system. Nevertheless, many of the skills and processes involved in language use are so poorly understood in the first place by second-language teachers that they are liable to identify as distinctively second-language learners' problems many that are essentially problems of language use wherever the knowledge of the language is incomplete. For exemplification, I shall concentrate on processes associated with reading and show how radically different our approach might be, if we were aware of certain recent research findings.

According to much recent thinking, speech perception and speech production are different processes independently represented in behavior. With this distinction between independent systems in mind, the second-language teacher would expose the student to much authentic material for listening and reading, without worrying whether all the structures and vocabulary were familiar, while encouraging students, when expressing themselves in speech or writing, to keep as much as feasible within the framework of what they have been learning.

This approach parallels Carroll's two-stream proposal. Carroll (1974) points to the "two somewhat conflicting demands" which "arise from a consideration of language-learning processes" (and we may relate these comments to what was said earlier about the

stage of cognitive development the adolescent/adult language learner has reached). Carroll suggests that:

> *"second language learners appear to be helped by guidance and explanations with respect to particular aspects of instructional content. Some learners, at least, seem to need to have the instructional content develop 'logically' so that new learnings can build on prior learnings . . . However, normal speech contains an unpredictably large variety of content (vocabulary, grammatical constructions), and selection and sequencing of instructional content may never capture this full richness and variety."*

Carroll proposes, then, that:

> *"a program of instruction should contain two parallel streams, one devoted to exposing the learner to materials containing a relatively uncontrolled variety of linguistic elements (for example, vocabulary and grammatical constructions) and the other devoted to a rather carefully developed sequence of instructional content. The two streams would presumably have interactive effects, in the sense that the second stream would give the learner the specific guidance that would help him in his efforts to master the materials of the first stream"* (pp. 140-141).

Much of what is learned through the perceptual system by listening to and reading authentic materials can be sorted out and provide an experimental basis for learning how to express the equivalent semantic intentions through the production system.

This same two-stream approach is put into operation in reading by small children who read all kinds of things lying around at home while reading carefully controlled materials at school. It was this way that many of us learned to be fluent readers. Of course, we did not understand everything we read, but we read it. Leaving around illustrated magazines in the second language will encourage many students to flip through them until their attention is held by something they really want to find out about.

Moving to another area of research, we need to look rather more carefully at the reading process. In second-language teaching, we have been prone to lean far more heavily than is warranted on the fact that our adolescent/adult students already "know how to read." Unless there is a new script to be learned (and learning a new script is not usually a lengthy process) we pay scant attention to how our students read, frequently putting reading material into their hands and sending them off to "read" it for the next day. Just what they do with it does not seem to concern us, so long as on their return they can tell us something about the content. We are particularly interested usually in the factual details. If our consciences smite us and we feel we should be "doing something about reading," we stand them up and make them read aloud, preferable from previously unseen texts, to demonstrate "how well they read." Then to cap our ineptitude we ask them questions on what they have just been reading aloud. Each of these common procedures could hardly be better designed to thwart the student who really wishes to learn to read the second language effectively, in the sense of drawing coherent meaning from the text.

For the adolescent/adult second-language learner in a formal setting who is already literate in one language (that is, the majority of such learners, at least in the USA), the decoding of letters and words is not the major problem in reading. The more the second-

language reader becomes bogged down in individual words the harder the task becomes. Goodman (1967) calls fluent reading "a psycholinguistic guessing game" which requires "skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time." Robeck and Wilson (1974:33) call this performance "that of a reader with basic recognition skills confronted by material that is beyond his independent reading level." What a vivid picture we have here of the average second-language reader – a picture which makes Goodman's approach seem all the more appropriate for our students.

Here the "radical insights" which Frank Smith (1973) highlights in his discussion of the thinking and research of linguists and cognitive psychologists with regard to reading are worth serious consideration.

Smith maintains that only a small part of the information necessary for reading comprehension comes from the printed page. This insight, rather startling when we first encounter it, certainly runs counter to conventional ideas on reading. Readers have expectations about the content of what they are about to read and its development which are further stimulated as they continue to read by what they have already understood. It seems, then, that inefficiency in reading is related to the amount of knowledge a person has, not only of language forms, but also of the conceptual and informational area in which the passage has been written. The less readers know, the more visual information they require.

The acceptance of the flexible, changing nature of meaning in context is essential to the development of efficient reading techniques – the willingness to withhold judgment, to resist a tendency to closure, to fill in the gaps by inference: these require a certain courage on the part of the anxious reader. It is important, then, to have much reading for pleasure, for reading's sake, which is not tested at all: reading to develop confidence in reading. It may be argued that here we are talking about comprehension of the author's intentions in a text, rather than "reading," yet this is what *reading* for adolescent/adult students implies. Our students are impatient to comprehend the content and the import of what they are reading as they do in their own language and the new language should be merely a barrier they must learn to hurdle with confidence, not a fence to climb up laboriously.

Clearly, with a second language, some of the conceptual content in reading material is related to the values, institutions, and preoccupations of the cultural group, or even of the subcultural group, from which the writer springs. So once again knowledge of language forms is not enough for efficient reading. To quote Frank Smith (1973): "there is a trade-off between visual and non-visual information in reading – the more that is already known 'behind the eyeball,' the less visual information is required to identify a letter, a word, or a meaning from the text" (p. 7). This is also why the reading of specialized material in a technical area on which the second-language learner is well-informed is a recognition and identification problem which is quite different, and requires quite different approaches, from teaching second-language reading to an elementary school child.

Further, reading in its fullest sense is not decoding to speech, but precedes decoding to speech. For this reason, reading aloud from a passage can be a *pro forma* relating of rules of sound-symbol correspondence to graphic material, accompanied by the activation of appropriate articulators, without indicating a high degree of comprehension. This lack of real comprehension will be evident from misapplication of stress, juncture, and intonation rules in particular, since these indicate proper allocation of words to meaningful segments. If there is sufficient reason for requiring reading aloud as a demonstration of comprehension, the comprehension must come first through a preliminary silent reading before the oral reader can give it full expression. At this point it is the silent activity which may rightfully be termed "reading."

To reach second-language reading effectively we must build reading practice into a matrix of purposeful activity, so that the attention of the reader is on the extraction of information from the text, rather than on the reading process itself. Sticht (1972) makes a distinction which the second-language teacher may well take to heart between "teaching reading" (or listening) and "teaching learning (comprehending) by reading" (or listening). Similarly, testing comprehension by reading can also be through purposeful activity. Comprehension of what has been read can be tested through activity: the performance of some task using information derived from reading, or the completion of some project which requires the reading of material from a number of sources.

In the early stages of second-language reading it may be useful to pinpoint, through quizzing or testing, the student's ability to draw specific information from particular linguistic items or structures. This type of testing must, however, wither away, as soon as its limited usefulness has been exhausted, to be replaced by the testing of the results of reading. This has its implications for standardized testing programs, as well as for local situations, and is demonstrably more useful and interesting.

I shall not pretend that I have considered all the specific problems of reading in a second language. The reader is referred to the complete article from which these extracts have been taken and also to Chapters 7-8 in my *Practical Guides to the Teaching of French/German/Spanish/English SL/FL*. If I have set a few ideas coursing through your minds, that is all I can hope for in this complicated and little researched area. Let us recognize the validity of the slogan: "the right to read in any language," and do our part to encourage reading and more reading as a satisfying and useful activity which will remain with our students, and which they will be able to perfect without our help, long after they have ceased to be "official" language-learners.

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APPLYING THEORETICAL PRINCIPLES TO THE TEACHING OF READING COMPREHENSION

by Ahuva Weiss

One of the goals we set for ourselves as teachers of English as a foreign language is to help our pupils acquire the ability to comprehend various texts in English. Yet the teaching of "reading comprehension" is a difficult task, since the psycholinguistic processes of comprehension involve many processes – familiar or as yet undefined – of the mind. After some years of teaching English, I realized that I was not actually *teaching* comprehension but rather *testing* the pupils' comprehension of the text. I then began to ask myself some questions and, by attempting to answer them, reached some conclusions as to the possibility of applying theoretical knowledge in psycholinguistics to practical purposes in the classroom.

Is it at all possible to *teach* comprehension? This is the underlying question. One can teach formulae, new vocabulary items, or a new alphabet. But can a student be taught how to comprehend? Little children, for example, are not taught how to comprehend. They learn in natural ways, such as trial-and-error, and not in a classroom environment. How can we, as teachers, transfer this to our EFL class? Furthermore, does a learner of a foreign language advance in reading comprehension only through numerous reading sessions? The traditional reading session allows students time to read; and this is followed by questions which aim at testing comprehension. Is this method valid? Is it valid to test students in something that has not been taught? However, if we do teach the selection by analyzing the text lexically and structurally, we may be doing an injustice to the text,

for it was not meant to be torn apart and analyzed for linguistic purposes. It was written for enjoyment and enrichment or to provide the reader with some knowledge and information. Furthermore, it was meant to be read in a few minutes and not for one or more school-hours. It may therefore be that by teaching the text in this manner, the teacher does not prepare the students for the "real-life" activities of reading books, newspapers or periodicals in the foreign language.

Can the teacher find some solutions to these problems by attempting to understand the mental processes of comprehension? Research done by Frank Smith and Kenneth Goodman in 1973 has shown that reading is not a word-by-word process. The reader does not use all the information on a page. He must select the most important language cues in determining the message of the writer. The reader actually reads more and contributes more than is printed on the page. He takes the cues and uses them through associations he has stored in his own memory in order to comprehend. His knowledge of vocabulary, syntax, discourse, and the "real world" are taken advantage of in the reading process (Clark and Silberstein, p. 136).

The psycholinguistic definition of reading as a selective process of interaction between the words in print and the knowledge stored in memory means that reading involves far more than just understanding vocabulary, as many Israeli students (and some teachers) believe. The native speaker brings with him to the task of reading a formidable amount of ideas, attitudes, beliefs and knowledge of the language. However, the reader for whom the language is a foreign one, is at a disadvantage in both the cultural and the informational background. It is therefore unfair to let him plunge into the reading and then test his comprehension. To apply the theory to practice, the teacher should find ways to fill in those gaps.

Firstly, he should provide background information or a general "readiness" for the reading of the passage. There are many techniques for this, such as the discussion which precedes the reading or the presentation of a picture or an anecdote which gives the students a perceptual readiness.

Secondly, he should teach the students how to seek and select the important language cues. He must develop the intellectual skills involved in reading. Theoreticians have differed somewhat in the categorization and definition of these skills. Nevertheless, they agree that every reader uses at least one skill (or strategy, as it is usually referred to) in order to comprehend. A partial list of strategies would include:

i skimming through a text for a general idea
ii scanning for specific information
iii drawing inferences
iv making hypotheses or predictions
v vocabulary "attack" strategies, such as using context clues, using morphological structures, and using the dictionary
vi recognizing connectives, and understanding logical relationships.

A teacher can – and must – use this knowledge in order to teach his students how to read efficiently. He should try to teach at least a few of these strategies during the course of a school year. He should also make his students aware of the objective of the lesson, by explaining to them the skill that they are expected to acquire. Testing the mastery of

a particular strategy after it has been dealt with in class seems to be more appropriate than the conventional reading comprehension exercise, which basically tests recall and memory.

I would like to thank Mrs. Sheila Been for her lectures in the In-Service Course for Heads of English Departments at the Hebrew University, which gave me many insights into the theories of what reading comprehension ..

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SOCIAL AND ECONOMIC INFLUENCES ON ENGLISH TEACHING IN AN URBAN HIGH SCHOOL

by Tzila Kratter

I. Introduction

English as a school subject seems to have changed status and grown in importance during the 30 years of the State of Israel, mainly in urban areas. In 1948 the attitude of learners and society was largely negative due to political attitudes towrads the Mandatory rule, very small immigration from anglo-saxon countries and underdeveloped mass media. In 1979 it has become the first LWC (language for wider communication) needed in many fields and highly prestigious.

English teaching in the classroom has also changed in 30 years. Up to more than a decade ago, before the ESH (English for Speakers of Hebrew) Series was written, the attitude was more integrative as in the "We Learn English" series for 6th-9th grades, the Shakespeare play, Romantic poetry, 19th century essays etc. Now the stress is on communication – a more instrumental approach.

Furthermore, from being an EFL in Israel about 25 years ago when English was taught only in the classroom and had no status – or if any, a negative one – with almost no language exposure (even significant immigration from English speaking countries started only after 1967) it is now mid-scale between EFL (English as a *Foreign* Language) and ESL (English as a *Second* Language). It has become a semi-official language, exposure to it has immensely increased, and has become highly prestigious due to cultural trends, technological development, labour market requirements, contact with speakers of the language and the media.

II. Social and economic influences

This has yet to be proven by a statistical survey, but it seems that middle class and upper middle class parents – from my experience residents of Ramot Eshkol and French Hill in Jerusalem – want their children to have a good command of English and can afford to give extra tutoring because of a higher economic status. Twenty to twenty-five years ago a child had a private tutor because he was weak in English. Not being exceptionally gifted in languages he was not able to hold his head above water in a heterogeneous class of over 40 pupils where only five or six pupils dared participate in the English lesson. Nowadays, private tutoring in English is as fashionable – if not more so – as ballet, piano lessons, tennis etc. – and is given as early as to second graders.

Extra tutoring to *good* pupils, where they are given a head start on their peers or where homework is reinforced or the next few grammatical structures of the syllabus are learned, seems to have caused new problems which the school has had to face. This year alone, I have been approached by a dozen 9th graders who felt it "was coming to them" (in their Hebrew-English) to learn in the "English Speakers" class because they have had private tutors for 4-7 years and so were bored in their English class, although it is Group A. Unfortunately they could not understand me when I spoke English to them at a normal speed and answered in Hebrew, and yet their reading comprehension and knowledge of grammatical structure were higher than some of the pupils in their class. This could indicate what the private tutor had been doing with them.

English is being taught in the early Grades in one primary school in Ramot Eshkol (probably due to parental pressure and despite the opposition of the Ministry of Education), but speaking from personal impressions – I teach a 7th grade this year where 8 out of 36 pupils have had this head-start, and I can state, very generally, that only two out of the eight pupils are really quite above average and this may be due to being simply more gifted in languages.

Yet this practice has caused increased social pressure, and parents on French Hill in Jerusalem seek extra English teaching to bridge the gap their children might have to

face upon entering the district Junior High School where pupils come mainly from Ramot Eshkol and French Hill.

A special group having a social and economic impact are the "English Speakers/ Native Speakers". They come from diverse backgrounds and often show vast differences in English proficiency. Because of the growing importance of English as discussed so far, and because some of the parents are quite influential, they seem to be putting a growing pressure on schools to ensure their children will not forget and will graduate with a good knowledge of English

This year we have in my school 135 English speakers out of an overall student population of 1,600. In 1978 there were 101 out of 1,300 and again I believe that in an urban school, due to category c (see below), there will be an increase in English speakers. This has caused us to revise a set of standards as to who is to be considered an English speaker as follows:

(a) a pupil born in an English speaking country who has immigrated to Israel in the last two to three years.

(b) a pupil born in Israel but whose parents (or one parent) are English speakers and the pupil speaks English at home.

(c) a pupil who has spent at least two recent years abroad and went to a school where English was the language of instruction, or was abroad in an English speaking country. In this group we get the most conscious parents who regard English as extremely important. I assume that parents, now in their 40's, had an initially negative approach to English and did not study it very well in a heterogeneous class of over 40 pupils, or have realised the "Language of Wider Communication" status of English, having been abroad, either for further academic studies or as State envoys. The term they often use about English is that it is an "asset" not to be lost once the children are back in the homeland.

Although we have decided upon certain criteria, this does not exempt pupils from a written and oral test given to new pupils at the beginning of each school year. We are still working on a syllabus and on materials for teaching this special group.

III. Imposing new targets in English teaching

Because of the social and economic changes as seen in an urban area such as I discussed above, it seems that the English teachers of my school will have to work out different syllabi for the new type of pupil we have.

A. As we cannot prevent parents from spending money on private tutoring for the good pupil and as it seems that we now have two to three such pupils in each "A" Group, we suggested that such a pupil, according to the teacher's discretion, be given extra work as long as it does not interfere with his regular achievements in class (tests, etc.). One suggestion was for the pupil to bring to class a library book for which the teacher will give general questions for him to answer during some classes. A problem already in the making: extra work for a teacher who has not been geared to further split up an approximately homogeneous group "A". This suggestion, as it is new in my school, will have to

be revised at the end of this year and probably again in the following years until proven satisfactory.

B. If the practice of starting English in the early years continues, we might be faced with new problems. I intend to prepare a questionnaire to be answered by each 7th grade pupil (9 classes X 35 = 315 pupils) including questions such as (a) when did you start learning English? (b) did you have groups? (c) how many times a week . . . ? etc. Based on this questionnaire we might have to revise our teaching for next year in 7th grade. I have checked with the directors of the school and know, even at this early stage, that there is no way for these pupils to be kept apart in English class because this would interfere with their "integration" and this has first priority in schools in Israel. We have tried partially to solve the problem this year by enabling pupils who have passed the "English Speakers" test to be given a chance to learn with this group for two months. After this initial trial period, based on their achievements, they either continue or move back to Group "A".

C. We are setting up a special curriculum for "English Speakers". Here grammar is not taught per se; there are no drills and emphasis is on reading and writing skills, because oral skills exist in over-supply.

Because this group is no longer small (20-25 pupils in a class makes it the equivalent of an "ability group") it is becoming more difficult to maintain individual instruction, which suits this group best. This demands even greater planning and organization on the part of the teacher.

Since we feel that English for this group should be based on integrative motivation and we seem to be getting ample support from parents, we try to present these pupils for the six point Bagrut Test in the 12th grade, after having completed five points in 11th grade. The sixth point deals with literature and culture.

Suitable teaching materials being virtually non-existent in Israel, we are trying to get materials from abroad either through catalogues or Book Bank USA. We are awaiting a load of books from this organisation in the near future. If the material does not answer our needs, we will just have to go on virtually writing our own curriculum.

* Editor's Note: The Ministry of Education opposes the introduction of foreign language lessons in the early grades of primary school. Not only does it feel that there is no experimental proof of the long-term advantages of this early beginning (indeed, experiments in other countries indicate that those who begin later (e.g., grades 4-5) soon catch up with those who began earlier), but it strongly maintains that the content of the curriculum in these early years should be the fostering of mother-tongue skills (and a large proportion of our pupils in the first years of primary schools certainly require this fostering as they come from non-Hebrew speaking parents or from a poor Hebrew background), and the fostering of other activities more relevant to the young child than instruction in a foreign language.

TRAINING STUDENTS TO USE THE MONOLINGUAL LEARNER'S DICTIONARY EFFECTIVELY

by Adrian Underhill (reprinted from *Modern English Teacher*, London)

Can you answer "Yes" to these four questions?

a) Does each of your students have access to a copy of a good monolingual learner's dictionary?
b) If so, do you encourage its use as an integral part of your teaching programme?
c) Do you teach your students how to exploit it fully?
d) Have you a clear idea yourself of exactly what resources are available to learners in a monolingual learner's dictionary?

The need for specific training

Most teachers would agree that one of their main tasks is to help students to help themselves, and one way of working towards this is to train students to be effective users of a good monolingual learner's dictionary (MLD). There can be few students who would not benefit from such training. Of all the EFL books available, the MLD can probably answer a greater number of students' questions about English than any other single book.

Insofar as it is the teacher's responsibility to teach students how to use the MLD effectively, deciding not to do so may be to deny students the chance of attaining some degree of independence and self-confidence in their studies. Being able to use the dictionary well is not only advantageous in itself, but may lead students into new modes of self-study. Given the right opportunities, students are generally quick to realise that what they find out for themselves is more likely to be retained than what they are told.

We cannot assume that students come to our classes with a good grounding in the usage of any kind of dictionary at all. We cannot assume that they know how to use the native language monolingual dictionary efficiently; this is probably fair enough as the demand placed on a native language dictionary is usually restricted to widening one's command of lexical items in one's own already-mastered native language.

Using a monolingual learner's dictionary of the foreign language, on the other hand, is an altogether different problem. It is expressly designed to meet various needs of foreign language learners, who are still in the process of learning the language and, uniquely, it is written in the very language they are trying to learn.

What follows is an outline for a suggested programme, the objective of which is to create a set of practice exercises and games that will enable students to master the linguistic and reference skills required to use the MLD effectively, and in so doing to allow students access to the full resources of the MLD. Naturally, there would be other language spin-offs from such a programme, and it is important that the whole programme should integrate fully with normal class activities.

A suggested programme

For the present purpose, four areas of information offered by the MLD are isolated:

a. Spelling
b. Pronunciation and stress
c. Grammar
d. Meaning of words and phrases

Treatment of each of these areas will serve as four stages in the programme, and within each stage the language and reference skills required to extract the information can be isolated, and arranged in a systematic, cumulative, learning order. Thus the programme will proceed by simple steps, each building on the skills practised in the previous step.

Stage A – Spelling

Activities – Learning the English alphabet thoroughly, backwards and forwards, including its correct pronunciation. Spelling dictations. Putting lists of words in alphabetical order quickly. Finding words in the dictionary as quickly as possible (aim at 10-15 seconds per word). Using the dictionary page headings. Checking spellings in the dictionary. Techniques of hunting for words in the dictionary when uncertain of spelling. Guessing likely spellings from aural input. Checking hypotheses. Word division. Games based on all of the above.

Purpose – Apart from the obvious language teaching content, this lays the foundations of sound dictionary usage. Students are getting used to thumbing through pages, locating headwords and making use of them. They are not yet asked to get involved in the entry itself. The layout of the dictionary will begin to make sense and, perhaps, seem a little less daunting.

Stage B – Pronunciation and Stress

Activities – Using the 44 key words on the cover of the dictionary as mnemonic models for the 44 English sounds. Students relating to their problem areas in terms of the sound involved. Using the dictionary in connection with all aspects of pronunciation work. Games involving the rhyming groups, homophones, etc. Freely turning to the dictionary during class work to check pronunciation, just as one checks spelling. Using Primary and Secondary stress markings. Stress patterns in longer words. Changed pronunciation when words and syllables are unstressed. Developing the habit of always noticing pronunciation and stress as integral and unique characteristics of any given word. Stress in Idiomatic Expressions.

Purpose – Apart from the obvious language teaching content, students are learning to operate a system which will make available to them the sound of any word, as well as allowing them to objectify their own pronunciation and stress difficulties.

Stage C – Grammar

Activities – Scanning entries for specific grammar information given in symbols, abbreviations or any other form. Checking word class. Changing word class. Forming derivatives as a way of changing word class. Countable/Uncountable nouns. Transitive/Intransitive verbs. Irregular past tenses. Irregular plurals. Comparison of adjectives. Correct preposition in phrases. Miscellaneous grammar information implicit in example

sentences. As with the previous stages, all of this can be linked to whatever work is being done in class at the time.

Purpose – Students have now progressed to scanning entries for particular items of information, which requires them to distinguish between the various typefaces used in the dictionary. Students can now make visual sense of the whole layout of the dictionary. They are now prepared for Stage D.

Stage D – Meaning

Activities – Observing number of definitions given for any one headword. Finding synonyms. Using the example sentences: (a) to reinforce the description of meaning, (b) to exemplify likely contexts, (c) further grammar information implicit in example sentences. Finding meaning of idioms, phrases, phrasal verbs. Becoming sensitive to the large number of meanings that some words, especially the more common ones, can have, hence increasing awareness of 'richness' of English. Stylistic values of words, colloquial, formal, slang, etc. Cultivating the habit of writing effective vocabulary lists containing four components: (i) the word, (ii) its pronunciation and stress in phonetic spelling, (iii) student's own definition of the meaning, (iv) student's own example of its use.

Purpose – Combining all four stages into one operation, as a self-sufficient autonomous learner, the student now has access to the full resources of the dictionary (within the limits of his language level) and can exploit it freely in classwork, homework, self-study, travel, further education, business, etc., etc.

Further Notes

i) Teachers should keep an eye open for ways of using the dictionary in class. Wherever students can get information from the dictionary, have them do that rather than telling them yourself. The small amount of extra time spent will be well worth it. Information that students find for themselves is far more likely to be retained.

ii) Whenever your students use the dictionary, use it yourself. This gives you an idea of how long they are taking and enables you to understand any mistakes they might make. Always bear in mind that using the dictionary well is a very sophisticated activity.

iii) Don't expect students to remember everything they look up. Rather, stress the fact that if they forget, they can always look it up again.

iv) Likewise, don't hurry students when using the dictionary. Allow plenty of time for false starts, red herrings, etc. Encourage students to be interested in exploring the dictionary. Discuss findings, failures and successes in class as a class activity.

v) Teach students to use the dictionary as much for checking what they think they already know as for learning new things. Having one's knowledge confirmed (or otherwise) by the dictionary provides a careful insight into the working of the dictionary.

vi) An interesting way of starting a lesson, while late arrivals are still straggling in, is to give students several items which they are to investigate in the dictionary. These

items would be things that were coming up in your lesson anyway, and the prior self-investment of the student will encourage greater participation and commitment.

vii) An obvious application of the dictionary is in connection with vocabulary expansion. Set students the homework task of adding to their vocabulary five or ten words of the student's own choice. The words may be from any source as long as the student chooses the words he doesn't know or is at least unsure of. This helps the student to become responsible for his own vocabulary acquisition, as he has to choose the words and then investigate thoroughly in terms of spelling, pronunciation, stress, derivatives, grammatical characteristics, meaning, likely context and usage, etc.

viii) Wherever possible, allow students to use their dictionaries in tests. Build dictionary usage into any test you write. Surely a student's ability to exploit a MLD is a relevant component of his overall language ability.

ix) Students using the approach discussed here have usually been surprised to find how much help the MLD can offer and stimulated by the discovery of their ability to extract such information competently.

Remember, the more a student uses the dictionary, the more use he will find for it.

(This article has been abridged slightly.)

SOME SUGGESTIONS FOR TEACHING IN GRADE FOUR

by Lily Vered

At Seminar Levinsky, as in other teacher training colleges here, third year students are required to pursue some individual project of study and to report on it in a formal paper. The study includes background reading on a selected topic, in order to become familiar with the subject, and some aspect of practical application related to this subject.

For example, if a student has chosen to work on the use of games in TEFL, the paper, in its theoretical section, will cover such aspects as the role of games in the development of the child, or in his process of socialization. In the section devoted to practical application the student might adapt an existing game, or invent one of her own, for the purposes of teaching/reviewing a certain point. Another possibility would be for the student to compare and criticize two lessons, given to parallel classes, one including the use of a game/games and the other not.

Topics for study may be selected by the student from a list offered by the Methods instructor, or suggested by the student and approved by the instructor. The range of topics is sufficiently wide to cover various TEFL aspects and different student tastes. Some sample topics are: Teaching Reading in the Initial Stages, Individual Reading, Instructional TV, The Use of Visual Aids, Dialogues, and many others.

The students must meet set deadlines for the selection of a topic, approval of the bibliography list, submission of an outline for the practical work, and so on.

It is hoped that intensive study in one area, done under the careful supervision of the instructor, will enable the student to absorb certain principles and ideas which will guide her/him in future independent work. Also, materials developed and tested throughout the course of the study would be immediately applicable in the student's classroom work. Furthermore, since each student is tested orally on the project she is expected to demonstrate familiarity with the pertinent bibliography and some measure of self-criticism regarding the lessons given in conjunction with the project.

Two of my present third year students (graduating '79), Dalia Ben-Shoshan, who taught independently at Komemiut School in Bnei-Brak, and Ruth Elkayam, who taught under the supervision of Zehava Almon at Habanim School in Lod, worked in fourth grade. These two young ladies asked for, and were granted, permission to work jointly on the development of materials for the fourth grade.

There were several assumptions underlying their request. One, that usually in the fourth grade teachers tackle topics from the fifth grade syllabus and only slow down the pace. Thus, in the second year of English the element of novelty is greatly reduced. Two, children in the fourth grade are curious and responsive but incapable of prolonged concentration on purely intellectual activities. Therefore, work with this age group should be characterized by frequent changes of activity and numerous repetitions via different modalities including manual and physical manipulations. Three, a student in fourth grade will respond more eagerly to teaching associated with topics of immediate meaning and relevance to his life. So, the three topics selected for detailed development were Home, Transportation, and Sport.

I would add that both test lessons were given during the fourth and last period on very hot days. The lessons were observed by the principals of the schools and experienced teachers to the mutual delight of the observers and the participants.

THREE SUGGESTED SUBJECTS

We would like to refer in our work to three subjects we have decided upon as our suggestion for the fourth grade syllabus.

The subjects are:

A) AT HOME
B) SPORTS
C) TRANSPORTATION

Sub-topics of these subjects appear partly in the syllabus of the fifth grade, and due to absence of a syllabus in the fourth grade, are chosen to be taught in that grade.

We wanted to suggest new subjects as well as different aspects of existing subjects in order to avoid boredom through repetition, and also to consider better the psychological and physical development of this particular age group: its interests, motivations and abilities.

Our attempt to suggest all possible aspects of each subject will enable the teacher of a better class to relate and cover most of the material, while the teacher of a weak class will choose those parts which will suit the class. Moreover, the fact that some of the sub-topics of each subject will be repeated in other subjects enables us, the teachers, to teach, reteach or provide reinforcement of the material, depending on the specific needs.

We have to mention the fact that we have taken it for granted that these subjects will not be taught at the very beginning of the year, and so we assume that some basic knowledge has already been acquired, for example: Pronouns, Numbers, Plural etc.

In case these elements were not taught, we are sure they could easily be dealt with among one of the above-mentioned subjects.

AT HOME

A) *The Family*

I. Members: i. father, mother, brother, sister, baby, grandmother, grandfather (Song No. 1)
ii. man, woman, boy, girl

II. Structure: i. This is a . . . These are . . .
ii. I/You/We have a . . . He/She has a . . .

III. Possessives: My, your

IV. Adjectives: young, old, tall/short, fat/thin

V. Professions: teacher – She is teaching in the classroom.
housewife – She is working in the house.
policeman – He is working in the police station.
postman – He is working in the post office.
farmer – He is working on a farm.
doctor – He is working in the hospital.

B) *Parts of the Body*

I. head – face, hair, eyes, nose, ears, mouth

II. body – neck, shoulders, hands, fingers, foot (feet), toes, knees, back (Song No. 2)

C) *In the House*

I. Rooms – living room, kitchen, bathroom, bedroom

II. Items in each room
i. living room: T.V. set, radio, sofa, chairs, table, mat
ii. kitchen: table, chairs, refrigerator, food, oven, tap, sink
iii. bathroom: tap, basin
iv. bedroom: bed, closet

III. Actions involved in each room
i. living room: sitting, watching, reading, listening
ii. kitchen: eating, cooking, drinking

iii. bathroom: washing, brushing, combing
iv. bedroom: sleeping (Song No. 3)

IV. Prepositions: in, on, with, to, near
V. Adjectives: colours, big, small

D) *Food*

I. food: cheese, egg, cake, soup, salad, fish
II. fruit: lemon, apple, orange, banana
III. drinks: coffee, tea, wine, fruit juice

E) *Clothes*

I. Items: hat (Song No. 4), shoes (Song No. 5), dress, pants, shirt, sandals, sweater, coat
II. Structures: I have . . He/She has . . . This is . . . These are . . .
III. Adjectives: big/small, long/short, new/old, colours

F) *Around the House*

I. Animals: dog, puppy, cat, kitten (Song No. 6), bird
II. Garden: flowers, trees

SONGS AND JINGLES

Song No. 1 (Tune: Are you sleeping?)

i. Where is father? (x2)
Here I am. (x2)
How are you this morning?
Very well, I thank you
Run away. (x2)
ii. Where is mother?
iii. Where is brother?
iv. Where is sister?
v. Where is baby?

Song No. 2 (Tune: London Bridge is Falling Down)

i. Head and shoulders
Knees and toes (x3)
Head and shoulders
Knees and toes (x2)
ii. Eyes and ears
Mouth and nose (x3)
Eyes and ears
Mouth and nose (x2)

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Song No. 3

Are you sleeping? (x2)
Brother John. (x2)
Morning bells are ringing (x2)
Ding, ding, dong. (x2)

Song No. 4

i. Where are you going to
My little cat?
To buy a new hat.
What! A hat for a cat!
A cat with a hat!
I've never heard of a cat with a hat.

ii. a shirt

iii. a coat

Jingle No. 5

i. Tip tap too
Mend a lady's shoe
A red shoe
Tip tap too (x2)

ii. change colours

Jingle No. 6

I have a little kitten
Its name is Pussy Cat } x 2
Pussy cat (x2)
Has a little tail } x 2

SPORTS

A) Types of sports: running, junping, swimming, playing (e.g. ball)
B) Professions or hobbies: runner, swimmer, player
C) One sport in detail: PLAYING . . .
   I. Items involved: ball, goal, basket
   II. Adjectives: big, small, left, right (Songs and Jingles No. 1, No. 2), colours
   III. Actions involved: throwing, catching, bouncing (Song No. 3), kicking
   IV. Types of games: football, basketball
   V. Prepositions: to, in, with
D) Parts of the body: head, hand(s), foot (feet).

Note: The ABC can be revised in class with the names of teams, the names of well-known players, and the names of towns

SONGS AND JINGLES

No. 1: *Marching*

Left . . . right
Left, right, left
If . . . wrong
You must change your step

No. 2: *Hokey Pokey*

i. You put your right hand in
You pull your right hand out
You put your right hand in
And you shake it all about
You do the Hokey Pokey and you turn yourself around
And that's what it's all about.

ii. left hand

iii. right foot

iv. left foot

No. 3: *Ball-Bouncing*

Bounce the ball, bounce the ball
Bounce the ball high
Let the ball, let the ball,
Let the ball lie

TRANSPORTATION

A) Means of transportation: airplane, car, tractor, boat, bicycle (Jingle below)
B) Activities involved: (present progressive): fly, drive, ride, sail
C) Professions: pilot, driver, sailor
D) Adjectives: colours, big/small, new/old
E) Prepositions: in, on, to

JINGLE:

This is the way we pump the tyre ffff ffff
See it's getting higher and higher ffff ffff
A puncture makes the cycle slower ffff ffff
See it's getting lower and lower ffff ffff

Suggested Activities for Each Topic

Although one kind of activity will be more effective than another for a certain purpose in a lesson, it is of great importance to construct the lesson in a way that will include

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varied activities. Variety always helps in refreshing the lesson, will make it easier for the child to concentrate and will prevent boredom. The following activities are suggested as ways to teach and reinforce the different topics:

At Home: The House: Build a house, either a big one in which the whole class participates or let each child build a house of his own. Make sure the house is divided into rooms and surrounded by a garden.

Songs and jingles

The Family: Draw a family tree. Use numbers to indicate the members of the family or let the children bring pictures of members of their family and stick them into their notebooks. Songs and jingles.

Parts of the Body: Make a puppet. Songs. Games – Simon Says (for parts of the body). Gymnastics.

Food: Fames (guessing games), dialogues

Clothes: Dress the puppet; Games (guessing games); Dialogues

A Suggested Lesson Plan – Sport

I. Review – parts of the body (hands on . . . game), verbs (sitting, standing, reading, etc) – 5 minutes
II. Introduction – a ball; adjectives (round, big, small, colours) – 5 minutes
III. Presentation – playing with a ball, chain drill; What am I doing? I'm throwing/ catching/bouncing the ball (Act and Say!) – 15 minutes
IV. Drill – pupils say the jingle "Bouncing the Ball" and learn the song
"With my hands I bounce the ball (x3)
I catch the ball (x3)
I throw the ball (x3) – 10 minutes
V. Written work – Today is . . .
A ball. I have a ball. The ball is big. The ball is red.

TEACHING IN HETEROGENEOUS CLASSES ACCORDING TO AN ALTERNATIVE METHODOLOGY – A REVIEW OF FOUR YEARS OF EXPERIMENTATION

by Pinchas Bechler

In the *English Teachers' Journal*, April 1976, I suggested an alternative methodology in the teaching of English in heterogeneous classes.* Since many of the ideas were developed and adopted by teachers in schools of the Division of Rural Education in the

* The Effects of Teaching English in an Ability Group System and a Suggested Alternative Methodology for Heterogeneous Classes."

Ministry of Education and during the past four years considerable experience has been gained in the practical effects of such an alternative approach, I feel the time has come to examine the experience gained.

Permit me, therefore, a brief review of the underlying principles of the model constructed for teaching English in heterogeneous classes:

1. To gradually reduce frontal teaching and substitute for it peer-mediated learning in small groups, pair work and individualized activities.
2. To develop pupil-pupil interaction and cooperation as fundamental requirements of correct language learning habits, full pupil involvement in the learning process and a resulting creativity in language production.
3. To create differential standards of realistic attainable objectives for each level within optimal learning conditions and based, in part, on a mastery learning approach.
4. To re-examine the time-for-learning variable in the light of the changes in the type of activities envisaged. Pupil-learning would be more time-consuming, and a formal, non-flexible syllabus or requirements would not be suitable. Examination of standard classroom procedure and effectiveness often shows that only a comparatively minimal amount of time is directed to activities to be mastered by most students, and much of the time revolved around activities where teacher expectancies are limited to specified groups of higher ability level within that class. This must be avoided at all cost.
5. To introduce this alternative strategy in the 7th grade – the first year of intermediate level, allowing time for gradual transfer from the conventional approach in many elementary classes to a more activated personal involvement of all, most of the time.
6. To develop, among teachers, a willingness to experiment in the establishment of a closer teacher-pupil relationship and a recognition that pupil-centered activities are preferential to normally-adopted approaches.

Though no research on individualized learning of a foreign language had even been conducted in Israel (though some work has been done in general subjects in the first three years of elementary school), it was felt that in the early stages, no academic controls should be introduced lest they inhibit teachers and students and that the whole approach should only be based on the model proposed, which would serve merely as a guide-line in the development of the project. So far, there have not been any comparative control groups set up, very few scientifically prepared and administered evaluations introduced. The project has been developing from 'within', with teacher-prepared materials and tests and as such, is contributing extensively through its realistic, pragmatic and flexible approach. It is therefore difficult, at this stage, to scientifically evaluate the results so far obtained. One can only base provisional conclusions on teacher and pupil feed-back, general pedagogic impressions, administrative reactions and occasional objective and impressionist assessments of outside observers. It is possible, however, to observe definite achievements as well as recognize certain limitations and problems that exist. For the sake of clarity and conciseness it might be best to examine the effects on the various human elements participating in the project: pupils, teachers and administration. The following is a brief summary of the results and experience gained in Ben Shemen where the project

has been developing for the past four years, though very similar results are being obtained in other schools that have been working along similar ideas for the past year or so.

A. PUPILS

1. Early difficulties in acclimatization in Grade 7 due to changes in peers, teachers, demands, techniques were expected and they also appear in most first year classes of the intermediate level. Since the heterogeneous home classes were rather large, it was decided, in the first year of the project, to divide pupils into smaller heterogeneous groups. Immediately, discipline problems appeared which made the introduction of the project very difficult. After a month or so teachers suggested regrouping the classes according to home classes and as a result discipline was restored. It appears that pupils, on entering a new school, require that particular educational framework called the ***home class*** where strategies and peers are more familiar and provide a framework of security.
2. Pupils came with relatively poor learning habits and no experience in peer-work and cooperation. Since these are prerequisites to correct communicative skills, much attention has been paid in developing an atmosphere where such activities as small group or pair work would become more natural and eventually be accepted as the way of learning.
3. As pupils became more accustomed to such cooperation and learning techniques, both interest and motivation grew accordingly. The model suggested a gradual exchange of frontal learning activities for pupil-involved group work and this permitted pupils to acclimatize themselves gradually to the alternative method of learning. From regular feed-back obtained during the past four years, one can observe a gradual re-orientation of pupils' attitudes to English studies. Attitude questionnaires, both on entry and at the end of the first year, indicate strongly that interest, motivation and particularly self-image have risen sharply. English lessons are considered enjoyable and satisfying in that they provide the pupils with a feeling of progress. As pupils move to the higher age levels and certain elements of group and individualized activities are continued, the positive results observed in Grade 7 are maintained and permit a serious build-up of a language learning basis that must, in the long run, contribute to a higher level of language attainment. As mentioned earlier, no scientifically administered comparative evaluations have so far been introduced but there is a definite improvement in attitude, in willingness to make the educational efforts required in order to progress and so far, this is most encouraging.
4. Teaching materials to meet the needs of varying levels in a heterogeneous class which will be of interest to pupils and will be able to cater for the various rates of individual learning are difficult to obtain anywhere in the world, and this is particularly so in Israel, where language learning has been based on a set text-book/syllabus approach for the whole class. During the course of the past few years, teachers have constructed, accumulated, re-arranged and purchased materials of various types. There is no one set text book in the class but rather a library of source materials both in language and in reading materials. Conventional text books and television

programs are guide-lines for the teachers only. With the acquisition of a video tape, television programmes have been introduced but they do not control the type of learning or the rate of learning around which all other activities are based. The contrary is true, since flexibility of programming is an essential basis of the whole project.

5. In conclusion – the absentee ratio which has dropped noticeably, the lack of any serious discipline problems, the pleasant learning atmosphere and the improved teacher-pupil relationship all strengthen the belief of teachers that the way is being paved for proper language learning. A most interesting fact, found year after year, is that the pupils working in the special assignment groups meant for temporary remedial purposes (see original model proposals) often began to recall knowledge from English lessons to which they had been exposed in the past as their self-image rose so that these special assignment remedial tasks could be shortened and quickly replaced by other activities, such as individualized work.

B. TEACHERS

1. It was easy to persuade teachers to accept the principles underlying the model of teaching strategies to which they themselves had contributed in its construction. It was far more problematic to convince them all to be consistent and patient in their efforts to apply the ideas in their classes.
2. The most dominant obstacle to any change in the attitude of teachers was no doubt the original training teachers had received and the experience they gained subsequently. It was difficult for them to accept a teaching reality in which they were not the central pivot in the class around which all activities took place, where they did not have complete control, where, for that matter, they were not the principal decision-maker and where talking to one's peer is approved and even encouraged as part of interaction and creative group activities.
3. Teachers found it very difficult to adapt themselves to a flexible time schedule of the lesson as governed by the needs of the class, the various pace of learning and the different levels of achievement. They had been accustomed to a set syllabus and conventionally-used text books which controlled such flexibility.
4. A strong bond has developed among the English staff which is the result of close cooperation between its members in applying the project in practice: innumerable hours of discussions, decision-making, preparing materials, and developing techniques as well as comparing feed-back and test results.
5. The demands on teachers have been very great and particularly strenuous because such teachers do not work only in the classes where the project has been introduced but in all classes up to the 12th grade with their own specific demands. The original proposal of having regular teacher-help or co-teachers has not always been fully implemented for lack of suitable staff. The need for someone to take over some of the technical preparations as well as the administrative work within the class just as the biology teacher works with an assistant, has been accepted by all concerned.

Unfortunately, alternative proposals of volunteers, student-teachers from universities or teacher training colleges have been sporadically successful. It must be stressed however, that in spite of the lack of regular asssistance, teachers have managed well, probably due to the close cooperation between teachers themselves.

6. As was expected, some teachers were occasionaly on the verge of giving up and resuming the conventional classroom teaching strategies. However, two factors prevented them from doing so:
   a. The pupils resisted any suggestions to return to frontal learning for they felt they were progressing well and enjoying the process too.
   b. Teachers began to realize that pupils were "capable and even enjoy learning one from the other and to teach each other so the work put into preparation was worth while. Cooperation within the group created a bond of comradeship between students and the whole of the learning atmosphere radically changed – almost overnight – at least so it seemed." (Quotation from one of the reports written by teachers). Even the die-hards among the teachers became convinced and enthusiastic.

C. ADMINISTRATION

Without any shadow of doubt the success or failure of any educational project rests not only on the teachers and the pupils but also on the conviction, foresight and cooperation of the administration. The project in Ben Shemen has had constant assistance from the administration, and even when materially little could be changed, there have always been moral support and encouragement. Not all technical matters are easy to solve in order for them to suit any particular project: teaching schedules are not very flexible, classroom equipment is very standardized, often enough there is no spare room for storage let alone an English room, and more sophisticated pieces of equipment are not always available. However, with perseverance, many technical problems have been solved, equipment made available and even, as in the case of Ben Shemen, a well equipped English room organized. It is the teacher-administration readiness to understand each other's needs or limitations that is the key to fruitful cooperation.

CONCLUSION

Certain marginal results must be mentioned for they are of decisive importance in the planning of a long-term project of this type:

1. The first pupils trained in the 7th grade within the project have now reached the 11th grade. Their first year was spent in rehabilitating their self-image, building up a secure framework of foreign language references and changing their attitude to the subject studied. These were achieved at the expense of official syllabus expectations which in conventional type of teaching had never been fulfilled completely in the past. However, the gap in the quantity of material to which they had been exposed

has been bridged by the 11th grade, to a great extent, thanks to the positive and motivational attitudes of such pupils which has remained with them.

2. As teachers became more familiar with the new learning techniques and witnessed the rise in pupil involvement and motivation, they began to introduce similar techniques in the upper grades in which they worked and with great success. It is possible to say, therefore, that after a few years of the project, there has been a change in the methodology of language teaching in many classes in the school.
3. Teachers of other subjects, within the school, have shown interest in the work done by the English staff and have occasionally adapted ideas for their own subject matter.
4. It has been decided to make the project in Ben Shemen an open workshop where individual teachers from other schools would have the opportunity of observing classes and take part in discussions with members of the team. One day a week will probably be set aside for this and individual teachers interested will have to contact the head of the English department in order to arrange for a suitable time for such a visit.

It must be emphasized, once again, that this is not an educational experiment in the academic sense of the word. It is rather a healthy educational approach that constantly reviews and questions conventionally-accepted teaching strategies and examines, practically, alternatives that permit fuller pupil involvement in the process of learning. It is an educational project that has really no end to the posible variations of model construction as well as techniques and materials. As long as teachers are prepared to recognize the limitations of the existing methods, are ready to experiment and are self-critical of their achievements and that of their pupils, this is an educational challenge which can be both exciting and rewarding. Today, about six schools are working along these lines and it is hoped that many more will join them during the course of the year.

A READING EXPERIMENT IN THE CLASSROOM

by Carol Goldfus

Exposure to some of the New Methods of Teaching a Foreign Language

As a result of the course at the Hebrew University for Heads of English Departments in secondary schools, where we were brought up to date with some of the latest methods of teaching English, took part in teacher improvement workshops, as well as having been exposed to English-as-communication with games, suggestions and materials supplied by Mr. Harold Fish from the British Council, I decided to try and put some of these into practice.

At the end of last year I tried some group work, simulation and role playing with Bagrut classes, and found that teaching in this way was very exciting.

My main question during the summer vacation when I was planning my work was: what would I emphasize in my teaching, and what exactly was I trying to do? My decision was to take as my focal point – *reading*. To teach the pupils to read fluently so that our five-point Bagrut students could finish school knowing how to cope with authentic material in the army, university, abroad or wherever.

Overall Aims

1. Could pupils in the tenth grade class be taught to read and comprehend without translating word by word?
2. Could I start drawing up a reading syllabus that started in the tenth grade and continued through to Bagrut, so that the pupils would be proficient?
3. Could I teach the other skills through the teaching of reading comprehension?

Aims for the current Teaching Year (1979/80)

1. To train the pupils in group work, so that the classroom is not teacher-oriented.
2. To get the pupils to work individually.
3. To try to do away with formal marks.
4. To overcome the fear of the pupil when faced with a text.

Starting Point

The experiment that I am describing is being carried out in a tenth and eleventh grade class, with greater intensity in the former.

This article is a resume of six months work. Later results can only come at a much later stage, perhaps at the end of the year in a follow-up article.

Methods for Teaching Reading Comprehension

First I divided the class into groups and handed out a passage of authentic reading material. There was panic. Firstly – they didn't know how to work in groups, how could I expect them to understand the passage? The first few lessons were not terribly successful even though I had explained to the pupils my methods of teaching, what I expected from them and what they could expect from me.

I found that I had to backtrack and first train the class in dividing into pairs, how to work in groups. So I planned my lessons differently. I planned activities first in pairs, ending or beginning a lesson with this activity, then in groups of three , and finally in groups of four and five. In the beginning the "productive"noise in the class was very great. Afterwards the noise level dropped as the pupils learnt to cope with these new

situations. Only after several weeks of doing activities of this sort could I begin my project, namely teaching reading. During this period of apparent games and fun, I gave the pupils a list of simplified reading ooks, e.g. we read *Guns of Navaronne, Where Eagles Dare* – and discussed spy stories and adventure stories in groups of pairs. All in all they read about five books.

The pupils handed in their book review on cards. This *extensive reading* is a section on its own and I will refer to it later.

At this stage, after the "Hagim", I handed out a questionnaire asking the pupils certain questions, among others the following:

how they feel in the English class;
what parts of the course were difficult/easy;
what they expected to learn during the year and in the coming months;
what they found relevant till now.

Here an objection may be raised. Why not give them a test? The purpose of my questionnaires at various stages was:

1. for me to get an idea of the feeling and progress of each pupil;
2. to get the pupil to realise that he is working for himself to gain knowledge of English and not working for marks;
3. to be able to express an opinion and to learn how to criticize constructively and not only destructively which is, unfortunately, so common among our youth.

The questions were in English although the answers were in Hebrew. They didn't have to write their names although eighty percent interestingly enough did, and supported their reasons for doing so. In subsequent questionnaires the names are always written although I have never asked for names.

I got lots of suggestions and criticisms. Many complained that I expected too much from them; that the English that I talk and assignments that I give are too difficult. The lack of marks gave some a feeling of insecurity – they didn't know where they stand. This bothered them terribly.

However, I persevered, typing out more passages and training them to cope with the passages. Later I deal with this under the heading *procedures.*

I tried to train them that there is no right or wrong answer. You have to support your answers with reference to the text. Find out what the writer says – only afterwards can you express your opinion and viewpoint. The teacher is *not* a walking dictionary, but I am always available for discussion, to clarify a point – but first the pupil must know what he doesn't understand.

By the next questionnaire at "Hannukah" I got some replies like these: "At the beginning I didn't take you seriously because there were no marks but now I see how I am able to work for myself and am learning how to work." Others were: "I haven't improved very much since the beginning of the year, but I now enjoy reading." Still others were more specific and stated which passages they enjoyed, found easy or difficult. All complained that their vocabulary needed improving.

Marking

Perhaps I have given the impression that I don't do any marking. That is not the case. There are the usual grammar exercises, cloze passages, summaries and tests that are marked, but my grading is according to the pupils' progress. The remarks and comments are divided into oral, listening, writing and reading skills, so that the pupil has a fair assessment of his progress and knowledge of English.

Procedures

All the reading comprehension passages are from books, magazine articles, stories that I have found in textbooks on comprehension and made up my own questions, or from books e.g. William Golding, *Summer Bird Cage* by Margaret Drabble, etc. Each text is handled in a different way and treated in different ways but the following are repeated before and during every new reading comprehension passage:

1. read the passage through from beginning to end;
2. even if you do not understand every word, get to the end – it is *not* necessary to understand every word or even every sentence;
3. try and guess the meaning;
4. only if there is a key word that is crucial to the meaning of the passge use the dictionnary.

At the beginning of each passage I asked questions – sometimes specific, sometimes global. Sometimes, in order to find the answer they have to read the whole passage if the reading incentive is fairly simple. Elsewhere, however, where the reading incentives are more complex, the relevant points are only found with the whole class divided into groups.

With certain passages multiple-choice questions are given . The purpose here is not whether a, b, c, or d is right, but which is the best answer, and to support his answers with quotations from the text. Some of the vocabulary here: "This is supported by the text," "This is contradicted by", "This has been misunderstood."

Techniques for Teaching the Reading Comprehension Passage

1. The study of a text out of the classroom:
   Sometimes I give a text out in advance and ask the puipils to reflect, reason and think about certain questions, so that during the following lesson, when they are divided into groups or pairs, they talk with a purpose and defend their opinions. They are thus encouraged to look at the text as something meaningful rather than sentences with a whole lot of words that make no sense. The result is conversation and productive use of the text. Why is this important? In our natural life we read for information. By reading we enrich our knowledge of the world. This is what we do in the real world, so why shouldn't we bring a bit of the real world into the classroom??

At times the discussion is very close to the text, at times the text has been used as a springboard.

2. Sometimes the class is divided into pairs, the passage tackled *paragraph* by *paragraph*. Either they make up their own questions, or take out the key sentence in the paragraph.
3. Group work where each group reports to the class or each group hands in a summary of the main ideas.

In all group work, reporting the summary is either written on the blackboard or on a stencil and run off for the next lesson.

Activities following these could include vocabulary work, dictionary exercises or a written exercise. Sometimes no exercises follow group work depending on the passage and the level of proficiency that has been reached.

Another method of teaching depends on the kind of text involved. If the purpose of the passage is for *information from the text*, then I have certain pre-reading and/or while-reading activities.

For example, I took an article on whales from the Childcraft Encyclopaedia, *Animals in Danger*. Before handing out the passage the groups of three were asked to draw two columns – 1. Information we know, and 2. information we don't know about whales. Then they were given two passages on whales and they had to look for the information they had written down. From this, other articles were brought in by the pupils on other animals in danger.

At a more advanced stage, articles can be taken from the *World Book* e.g. an article on Crocodiles using the above-mentioned technique.

If my aim in an expository passage is, for example, text analysis, then the pupils have to use other reading strategies. In these texts which are more difficult than narrative, I have given the pupils exercises in coherence and cohesion. Here the emphasis is on connectives and their functions, e.g. when they see the word "and" or "but" – what do they expect?

A very good chapter on the above techniques can be found in R. Yorkey, *Study Skills*. (McGraw-Hill, 1970)

In order to illustrate cohesion and coherence, I experimented with the overhead projector (OHP). A short expository passage was taken on *Trial by Jury*. From this passage I made four transparencies:

1. Key sentences – in this case the first and the last sentence.
2. Connectives.
3. Sentences that come before or after the connectives and the words of reference
4. Main ideas taking out from the passage the sentences which contain "main verbs" only (i.e.not modals), thereby getting a kind of summary of the passage.

Before seeing the transparencies, the pupils were asked to read through the passage from beginning to end even if they didn't understand all the words. If they didn't understand the title they could consult the dictionary. This was an exercise where each student had to work individually and try to see how he grasped and learnt to read and comprehend this difficult passage.

Following this passsage the pupils were given very detailed questionnaires to try to determine 1. whether they had grasped the meaning of the passage in the end, 2. whether they felt the first reading was necessary, 3. which technique helped, which confused them and at which point they grasped the meaning, 4. which learning strategies they employed – e.g. key words, key sentences, etc.

For the following lesson they had to learn *vocabulary in context* which was done extremely well. Then we re-read and discussed the ideas expressed. The latter was very difficult for some, who said that they had no difficulty in reading the passage after being trained, but who found difficulty in talking about it.

Books Recommended

A great problem that I have come across has been to find suitable material that is challenging, interesting and relevant to the pupils. As mentioned, I haven't used any specific book but recently I have found several books which could be used.The passages are good and the teacher could adapt the questions to her/his needs and aims, as well as the needs of the students.

F.Merat and M. Fabre, *Creative Reading and Writing*, Collier Macmillan, London, 1976.

This book has authentic passages of various difficulties and is suitable for an intermediate class.

Richard Lewis, M.C. Vincent, Susan Weir, *Reading for Adults No.3*, Longmans, 1978.

A beautifully illustrated book with authentic texts which lend themselves to discussion and other activities. For a good eleventh grade class where reading comprehension has been taught in Grade 10, or just selected passages according to topics.

An important series in the field has just been published in England. *Reading and Thinking in English*, O.U.P., 1979.

This is a series of four books – the fourth is forthcoming in August 1980. There are some very interesting techniques and passages starting from the near-beginner to advanced. The editor: H.G. Widdowson, University of London.

Also forthcoming, *By All Means* by Dubin Fraida and Olshtein Elite (Addison-Wesley).

In this book the learner is exposed to different styles, ways of reading, and reading strategies with special emphasis on science and technology. It is a book with answers where the pupils can check themselves and learn to implement the different reading strategies with the different kinds of passages.

I have tried several experimental passages with my classes and the results have been extremely favourable. They found the passages interesting, the questions relevant and challenging.

Extensive Reading

In extensive reading the main aim and purpose is for enjoyment and pleasure. After a few weeks where the emphasis was on extnsive reading, I found that the pupils were

handing in book reports constantly. My failure was that I couldn't keep up with the marking. In one questionnaire specifically on extensive reading, one pupil wrote: "I would like to read more books but you can't keep up with the marking, so I don't want to hand in too many." This remark set me thinking and pondering of ways to overcome this very real problem.

I have now set up a card system where any extra reading is written by the pupil on his individual card. Next to the title and author, he/she writes a comment, e.g. difficult, boring, didn't finish, or anything else that he feels is relevant to me and to him. Every two weeks, or even more frequently, I call the pupil for discussion. The same applies to reading comprehension passages. Should he be absent, or find something too difficult, he can take the relevant passage from a box and write this fact on his card.

This is also available if the pupil has finished work set in class. We have also boxes of Time and *Newsweek* magazines, interesting and relevant articles from the *Jerusalem Post, New York Times* and any other magazines or articles found relevant and brought in by the pupils themselves.

The names of the articles read are written on the cards. The weaker pupils read simplified texts. Thus in the same class I have pupils reading Asimov and Le Carre as well as Longmans Stage Five.By the end of the twelfth grade, if these cards are followed up, the pupil should have a clear picture of his reading progress during his last three years in school.

The next stage of this extensive reading is individual or group projects. As these are still in the infancy stages, I will only mention them here.

Conclusion

There is tremendous excitement and satisfaction to be derived from watching the students work willingly, grapple with "real" problems and work with interest. They are involved in their work and are constantly making suggestions and bringing articles for private reading as well as class participation. A by-product of this method of handing out questionnaires and being there to help and assist and advise is the relationship of true communi- cation between teacher and pupils in the classroom situation. As seen from some of the comments I have quoted, they are very frank and are not afraid of telling me their feelings and thinking of ways to improve the learning situation. Their comprehension has improved. Many pupils are reading difficult texts ; others have not yet reached this stage but all are able to tackle an unseen passage without panic, and extract the meaning.

READING STRATEGIES AND DISCOURSE ANALYSIS OF TEXTS

by Elite Olshtain

A major trend in language teaching today has been to focus on the needs of the learner. Thus, English courses designed for special purposes (ESP) look first at students' own objectives and purposes before making decisions about what to teach them. This concern with learners' needs has produced lively interest in a variety of specialized courses: English for science and technology (EST), English for academic purposes (EAP), and English for occupational purposes (EOP). A frequent criticism of such courses, however, seems to point to the fact that they are often too simplistic in terms of learners' subject-matter knowledge and too complex in terms of their English reading competence. Pre-ESP instruction seems to be the place where basic reading strategies should be developed. The stage of pre-ESP (advanced high school level) will be my concern in this article.

A major theoretical trend that has had an equally significant effect on the development of new approaches to reading is *textual discourse analysis*. An important contribution to our understanding of textual discourse analysis is presented in the Halliday and Hassan (1976) text "Cohesion in English". It is the combined influence of concern with the learners's needs in terms of reading for comprehension and knowledge drawn from textual discourse that should guide us today in the preparation of teaching materials and teaching-learning methods.

Some Important Aspects of Textual Discourse

A number of important writing styles in English deserve special attention. *Narrative style* is found universally and is therefore more familiar to people who read in their first language and this familiarity is certainly true of speakers of Hebrew and Arabic. This makes the narrative passage a good place to start a reading program.

The narrative has a number of important features that help and guide the reader in following the content. It always centres around a plot, a sequence of chronological events, which lead up to a peak. The basic structure of a narrative is therefore a pre-peak, peak and post-peak development of the plot.

A narrative is built around participant orientation. The participants or heroes active in the plot are of central interest and are therefore foregrounded in the narrative, while the setting is backgrounded. Not every narrative needs to have a title and when there is one it often tells one nothing about the content. It is the structure and the orientation that tell one whether the passage is a narrative or not.

Halliday and Hassan (1976) discuss at length the various elements that create cohesion as the "glue" that binds sentences together in a paragraph and paragraphs in a larger text. Cohesion involves such elements as reiteration of key words or terms, reference (anaphoric, cataphoric or exophoric), the use of certain syntactical features – tenses, aspect, voice, etc. and transition expressions (however, in spite of, etc.)

Each writing style employs certain cohesive elements more than others. Thus the narrative requires the use of temporal transition expressions since it is inherently time oriented. The past tense is typical of the narrative and creates the thread that develops the story line. It is important therefore to make the reader-learner aware of these features of the narrative style of writing in order to help him/her in better understanding passages written in this style.

What practical implication can we draw from what has just been said about narrative style in English? The following are a number of features that need to be pointed out in the reading lessons:

1. The reader needs to recognize the structure of the narrative and not think mistakenly that this style is unique to fiction. Non-fiction frequently incorporates narrative in prose passages.
2. The reader needs to seek out the main participants who are involved in the plot.
3. The reader needs to follow the sequence of events that take place and plot the the episodes in their chronological sequence.
4. The reader needs to be guided in isolating the key words in the passage and look for reiteration whether it is done through repetition of the same item or, as is more often done in English, through the employment of synonymous expressions.

Our classroom activities need to be developed around the implications drawn up above. Thus, training students to read for the 'main idea' the 'story line' can be done very effectively with narratives. This strategy is also most useful in reading this type of material since we usually read narratives for the main plot.

Activities that require students to put together events that were rearranged in a different order are very useful with this type of material, since they guide the learner in finding out for himself both the sturcture and the cohesive elements employed in the narrative. Also prediction in terms of "what happened next" is important in such writing style.

All of these features of the narrative style of writing make it a most suitable place to begin the course devoted to reading for comprehension. A number of important reading strategies can be developed here:

1. reading for the main idea even if you do not understand every word.
2. looking for key words and their reiteration throughout the passage.
3. paying attention to temporal, spatial and other important transition expressions.
4. using context clues to guess the meaning of words which are not key words.

Such strategies, once the learner has developed them, become very important in further promoting efficient reading at the higher levels where expository style, which is considerably harder, will be used.

Expository style incorporates a wide variety of sub-types, including newspaper style. The structure of an expository passage is quite different from the structure we have discussed in relation to the narrative style. An expository passage aims to present ideas, facts, processes and the like. It does not therefore require a chronological ordering but rather a logical ordering. The type of logic needed will depend on the subject matter within which the passage can be classified. Thus a legal piece of writing is significantly

different from a scientific experiment, both in their rhetorical traditions and in their specific objectives.

In expository style the two elements that were foregrounded in the narrative – participants and time – become neutral. It is not important when the experiment was carried out but what final result was arrived at. An expository passage is therefore not participant oriented but subject matter oriented.

The expository passage does not lead up to a peak; it develops an argument, it provides examples and draws conclusions, it contrasts and compares facts, it provides definitions and explanations. The English rhetorical tradition of expository writing relies on the earlier Greek and Latin traditions and has a rich and multifaceted history. Native speakers of English often get special training in dealing with expository writing, which most probably helps them become better readers as well. The foreign language learner, on the other hand, encounters a host of difficulties: unfamiliar lexical items, difficult grammatical structures, varied lists of transition elements which are not easily translatable into the native language and an unfamiliar rhetorical style. Each of these areas requires practice in its own right.

Writing-handbooks for native speakers of English are often a good source for discovering the important features of textual discourse. Thus, such handbooks emphasize the need for a general plan or outline since expository writing in particular depends on elaboration. Once such a framework is set up, the paragraph functions need to be discussed.

In many ways a paragraph can be considered a mini-text since it contains the features of the larger segment but in reduced form. Learners of English need to know how to use paragraphs as aids for lifting meaning from the page in chunks. They need to know that each paragraph usually has a single, controlling idea typically recoverable in a topic sentence. They need to look closely at how the other sentences of the paragraph support the topic sentence. It is therefore the text itself that provides us with the source for developing suitable activities for the learner-reader.

What practical applications can be drawn from what I have written so far about expository styles?

1. The reader needs to realize that rhetorical passages have a very carefully structured form and should therefore develop an outline as they read the passage for the first time. Particularly important is the fact that very often the first sentence or at least the first paragraph contains the main idea and one should not expect the beginning to be just an introduction or background.
2. The reader needs to become aware of the main sections of the passage and pinpoint the main idea in each. It is useful therefore to read the whole selection through first for the general theme and then to focus on the main ideas in each paragraph.
3. Linking-words and transition-expressions presented by expository passages will be new and unfamiliar even to the reader who has had considerable experience with narratives. These require special attention since they have crucial functions in the development of the argument or theme. Thus for example addition of ideas might be indicated by the use of words like: *again, also, and, besides,*

furthermore; contrast might be indicated by words like: *although, after all, in contrast, nontheless*, etc. The reader-learner needs to recognize such elements and understand their function otherwise comprehension is impaired.

4. The reader needs to further develop his/her ability to recognize key words and their synonyms or contextual paraphrases. For other lexical elements, clues from the context are helpful.

Expository writing is usually read for general information – articles in newspapers and magazines or for specific information – professional articles which need to be read in detail. In the pre-ESP stage it is important to expose the learner to a variety of such passages since the learners' needs are not as yet clearly defined. It is the objective of this stage therefore to help the learner develop useful strategies of a more general type of reading matter. Once such basic strategies are acquired by the learner, moving into ESP will be much more feasible.

Newspaper Style is often, erroneously, considered to be 'easy' reading matter. In there is a good reason to consider this style as one of the more difficult expository styles and it should be tackled only after considerable exposure to more general expository writing.

The newspaper style often requires brief, economical, and precise presentation of a multitude of facts. In order to bring this about, the writer often make use of complex structures and very involved noun-compounding, which cause foreign language learners considerable pain. Moreover, the requirement for brevity forces the writer to assume that the reader has a wide range of knowledge. Sometimes conventional features of style are changed so as to attract the reader. Paragraphs for instance are usually very short in newspaper articles – very often simply for visual relief rather than according to a rhetorical tradition of presenting a main idea in each paragraph.

In sequencing a reading course it would therefore seem very logical to devote the initial part of the course mainly to reading narratives, the more advanced part to reading a large variety of expository passages and only then expose learner to authentic newspaper writing.

Procedural Style encompasses anything from cook-books to technical manuals. Each area within which procedural writing is employed has its own lexical jargon which needs to be familiar to the reader. If we were to look at a number of recipes in Hebrew we would immediately realize that some of the words would never be used except in a cook-book. It is therefore easy to understand why the lexical aspect of interpreting procedural writing is most important. Often procedural writing looks deceivingly simple. In fact, syntactically it might be very complex. Let us for instance consider the following example of a title to a page of instructions accompanying a refrigerator "Little known facts about your new refrigerator". The noun phrase "little known facts" may be rather difficult to interpret. Or another sentence taken from the same text: "Your new refrigerator conveniently provides more fresh food and freezer space at more uniform cold temperatures – therefore it will run longer that your old model." It would be gross oversimplification to call this easy style.

Conclusion

Gibson and Levin (1975) set up a list of very useful characteristics or "active strategies" which effective mature readers employ. These descriptions help to pin-point some of the aspects of the skill of reading that need to be incorporated in reading materials that aim at teaching the foreign language learner to become an efficient reader of English. The following are such "key" strategies:

1. Mature readers possess flexibility of attentional strategies in reading different types of information.
2. Their strategies shift according to the characteristics of a text such as difficulty of concepts and style.
3. Mature readers vary their reading strategies as they gain knowledge of the material being read. That is, they slow down when the concepts are difficult, they skim when they know the content.
4. They shift their speed and attention according to their personal interests and objectives.

If our objective is to provide the learners with materials that will help them arrive at a level of efficient mature reading at the end of the course, we must expose them to the different styles of writing, and for each style allow them to develop relevant strategies which will provide the learner with potentials for reading outside the classroom, long after the course was finished.

References

Gibson, Eleanor J. and Harry Levin, 1975 *The Psychology of Reading*, Cambridge, MIT Press Press

Halliday, M.A.K. and R. Hasan 1976 *Cohesion in English* Longman

ENGLISH TEACHERS' ASSOCIATION IN ISRAEL (ETAI)

A new professional organization – the English Teachers' Association – has been recently established in Israel. Its main objective is the advancement of the teaching of English in this country.

All English teachers are invited to join the association: teachers in the primary school (to speakers of Hebrew, Arabic and English) in secondary schools (academic, vocational and others) in institutions of higher education (teachers' colleges and universities) and in adult education.

The association will hold an annual conference, where the officers of the association will be elected. The association will operate through local branches which will hold periodical

meetings according to professional interests and local needs. All local members will be invited to these meetings. The next conference will take place during Hol Hamo'ed Succot (30 September).

The first National Council of ETAI was elected at an inaugural meeting held in June 1979. The Council met for the first time on December 30, 1979 and elected an Executive Committee to administer the activities of the association, consisting of the following members:

Chairperson	– Dr. E. Ohshtain
Secretary	– Mr. E. Weintraub
Treasurer	– Ms. H. Emanuel
Members	Ms. Brenda Kalmanovitz
	Ms. Pnina Rosenblitt
	Ms. Zipora Banai
	Mr. Bader Junis
	Mr. Raphael Gefen

English teachers interested in joining the association are requested to fill out the form given below and send a check of 10 shekalim (100 lirot) payable to the association (please write the name in Hebrew – אגודת המורים לאנגלית
to the following address:

H. Emanuel
9, Sprinzak St.
Kfar Saba
(your local representative will get in touch with you)

Name .....
School .....
Home Address .....
Tel: .....

I would like to become a member of ETAI. I hereby enclose a check of 10 shekalim (100 lirot) as membership dues for 1980.

NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

by Sheila Been, Dvora Ben-Meir, Sionah Kronfeld

For many years we have been talking about "bridging the gap" between the stages of "learning to read" and "reading to learn". We believe that this gap will not be created if these two stages are introduced simultaneously in the very early years. It is imperative

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that the learner realize *immediately* that the purpose of reading is to extract meaning. It follows that training, in sound – letter correspondences, for example, must be perceived by the learner as *one* of the strategies available to help him in this problem – solving task. Similarly, although every effort must be made to increase the learner's vocabulary stock, he must also learn to deal with unfamiliar words, since the vocabulary of a language is so vast that the reader will always be confronted with this problem. Therefore he must realize that guessing words with the help of such strategies as redundancy clues, his general knowledge of the world, his ability to perceive logical relationships etc, are inherently part of the reading process.

In order to bring the learner to an awareness of what is involved in the task, it is necessary to provide the kind of material which allows for the development of these skills. Thus a text must exemplify natural discourse, and should not be constrained to what is assumed to be the learner's repertoire in the target language at that moment.

With these considerations in mind it was decided to include a special section called "Some More Stories" in the Grade 7 series, *Debby in Hospital* (Regular). Since the underlying principles and methodological guidelines are applicable to reading at all levels, we published below the introduction to "Some More Stories" which appears in the Teacher's Guide.

TOWARDS INDEPENDENT READING

INTRODUCTION TO "SOME MORE STORIES"

Reading activities are usually discussed under the headings of "Intensive" and "Extensive". Intensive reading is usually linked with the explicit presentation or reinforcement of vocabulary or grammar; it is conducted in the classroom under the guidance of the teacher who often reads the passage aloud; and it is intended for detailed study. Extensive reading, on the other hand, refers to independent reading and is usually done at home; the material is usually easier but longer than the intensive reading passages, and no intensive study is intended. The section, *Some More Stories* does not fit meatly into either of these categories, and represents, therefore, a new approach to the teaching of reading in the Foreign Language Learning situation.

These stories are longer and more difficult than the reading passages within each unit, yet they are intended to be read silently, in class, with careful guidance by the teacher. Furthermore, each story can be studied in greater or lesser depth depending on how much information the reader wants to extract. We may say, then, that the objective of this section is to prepare the learner for extensive reading. In other words, the category of Intensive Reading has been further sub-divided into: –

a) Reading *to learn* the foreign language. This category roughly conforms to the conventional interpretation of "Intensive Reading".

b) Reading *in* the foreign language. Here the objectives are to train the learner to anticipate; to skim for the main ideas; to scan for specific information, and to make

educated guesses. In this way he will gain self-confidence and develop a positive attitude to reading in English.
"Some More Stories" is intended to serve the objectives of category b).

SPECIAL FEATURES

The stories were chosen for their interest value, and because they are related thematically to the telecasts. Although the section appears at the end of the book, it is recommended that the stories be interspersed between the units. *Thus "One Mistake or Two Mistakes"*, might be read soon after the unit, "Food Poisoning"; *"Death Waits in a Sleeping Bag"*, after the unit, "Snake Bite"; *"A Secret For Two"*, after the unit, "Car Accident", and *"A Day's Wait"* at any time during the last 4 units.

Each story is accompanied by an illustration. These pictures together with the title, and the question which is provided at the beginning of the story, are intended to arouse curiosity and to build expectations. Pupils should be encouraged to guess what the story is about before attempting to read. Thereafter they should be encouraged to *skim* (looking for general ideas that you *think* might be in the text) through segments of the passage in order to answer questions supplied in the text, or provided by the teacher. In this way the readers are helped to extract the main plot without a detailed and laboured reading.

The "See What You Know" section is not intended to be a systematic and detailed test of comprehension. Instead the questions check understanding of the main points, and promote the skills of *scanning* (looking for specific information that you *know* is in the text) and educated guessing. It is left to the discretion of the teacher to decide whether to go into a more detailed study or not.

In general, teachers whould be aware of the following methodological principles and use them as guidelines: –

INTRODUCTION – PREPARATION BEFORE READING

1. Relate to what is known.
2. Clarify anticipated problems (related to content, not necessarily to language.)
3. Develop expectations.
4. Stimulate curiosity by creating an information gap.

GETTING AN OUTLINE OF THE STORY

1. Skimming to find answers to pre-stated questions.

GETTING MORE DETAILS

1. Scanning for specific information.
   (Guessing of unknown words; understanding how the sentences and paragraphs are linked with each other.)

ANALYSIS AND INTERPRETATION (Optional)

1. Pointing out stylistic features such as figurative languages; specific points in the development of the plot, etc.

Teachers who have tried out this approach have reported that it works; pupils enjoy reading this way, and equally important, they are brought to the realization that reading means "thinking". If we succeed in promoting the idea that reading in English can be satisfying, non-threatening and intellectually stimulating experience, we are well on the way to developing proficient readers.

UPPER LEVELS

1. We would like to draw your attention to the fact that the two-part series *Mission Possible* will be broadcast in the Grade 10 program in the 3rd term. These two telecasts focus on Reading strategies, and will probably be of interest in Grades 10, 11 and 12.

A supporting booklet should be available for purchase by now. This booklet is intended primarily for use by the students of the Everyman's University Course but we believe that it is also suitable for regular classroom use. It should be noted that the post-telecast activities are not related to the story of the telecast at all;

They simply offer a variety of activities which are designed to help the pupils apply the principles touched upon in the telecast.

These activities have been shown to numerous teachers and student-teachers, and have been tried out in classes. The response has been extremely positive. It seems that the telecasts and accompanying booklet achieve their purpose – to encourage more positive attitudes to reading in English, to provide an insight into what is involved in the reading task, and to inspire teachers to create their own activities based on the same principles, when handling any reading passage.

2. Preparation for a new Grade 10 course is proceeding apace. Very many imported films have been previewed by very many groups of teachers and by general consensus we now have 13 suitable telecasts – we are still searching for two more. The films we have chosen are not designed for foreign language learning purposes, and thus will give our pupils exposure to natural language. The stories are interesting, even exciting and we believe that the level of difficulty will be overcome partly by the high motivation that they will engender, and partly by preparation in the accompanying material. We hope to gear the material to different kinds of pupil population and allow for a great deal of flexibility of utilisation.

We hope that in the next issue of this JOURNAL we will be ready to present more details regarding the approach to the accompanying materials.

INFORMATION

1. AUDIO-CASSETTES – Please note the new address for ordering audio-cassettes.

Mr. Ezra Mizrachi,
Pedagogical Centre,
Ministry of Education,
8, Rehov David Hamelech, Jerusalem
Postal Bank account No. 0-10410-5

ע. מזרחי
המרכז הפדגוגי הארצי
משרד החינוך והתרבות
רח' דוד המלך 8
ירושלים

2. BROADCAST SCHEDULE – Most teachers probably know that the English Broadcast Schedule is available as a separate pamphlet. All schools receive one copy. Any teacher wishing to order his own copy can do so by contacting Rivka Eylon or Zvi Raviv at I.T.C.. Tel. 03-414155.

3. TEACHER'S GUIDE – All Teacher's Guides are supplied directly by I.T.C. They can be ordered through Zvi Raviv. Tel. 03-414155.

LETTERS TO THE EDITOR

Sir,

Teachers at our school have sent the following letter to the English Inspectorate of the Egyptian Ministry of Education. "Dear Sir, We the English teachers at Comprehensive Secondary School 'Gimmel' in Beersheva, in the spirit of normalizing relations with our neighbors, would be interested in encouraging correspondence between our pupils and their Egyptian peers. We should be most grateful if you could forward this letter to a suitable Egyptian secondary school which would care to participate in such a project. Ours is a four-year coeducational secondary school of 1100 pupils, encompassing both academic and vocational streams. The trades studied at our school include telecommunications, aeronautical mechanics, metalwork, cosmetics, fashion design, and instrumentation. Many of these vocational stream pupils, as well as virtually all pupils in the academic streams, obtain a full matriculation diploma. Thank you for your kind attention to this matter. We sincerely hope that such a project will contribute to the formation of genuine ties of friendship between the youth of our two countries."

Yithak Meshel, Beersheva

Sir,

When visiting schools in my capacity as Teachers' Counsellor, several teachers have complained to me of: (i) the glossaries found at the bottom of the pages, expecially in the ESH 6 Reader and Language books. These take away all challenge and initiative from the pupils. We wish to train our pupils to understand meaning from context. Why then do we spoonfeed them? The glossary is also a disturbing factor, for pupils continually glance down, prompted by the numbered words, thereby being distracted from concentrating on the sentence(s) as a whole. For feedback, or private study, a glossary could be placed at

the back of the book. (ii) Many teachers dislike the "Answer-on-the-next-page" system of ESH 7 and 8 for weaker pupils. In theory, the idea is fine for a pupil working at his own pace. Unfortunately, however, pupils merely copy the answers without making any effort of their own.

Sheila Sar-Shalom, Jerusalem

An Answer from ESH

One of the most disputed features of the ESH series has been the list of glossed words available to both teachers and pupils, at the bottom of the page. Some teachers, as the above letter indicates, are strongly against it, while others find it a most useful aid. Let us therefore reconsider some of the potential advantages and disadvantages of the feature itself.

There were a number of underlying principles that guided the ESH team in the decision to add such glossed words in both the LANGUAGE and the READER texts.

a) Any reading selection, whether it is in the Language text or in the Reader, may contain three types of lexical items which are unfamiliar to the pupil:

(1) items which we want the learner to focus on and acquire actively
(2) items which we would like the learner to recognize in context (recognition or passive knowledge)
(3) items which are 'incidental' and are important only in terms of that particular passage.

b) Our basic pedagogical contention is that items intended for active mastery must be carefully introduced prior to the reading passage and focused on during the reading, which is then followed by exercises devoted to active utilization of the items. Items treated in this manner are *not* glossed at the bottom of the page. Such items are carefully reintroduced throughout the text.

c) Items intended for recognition knowledge only, are given at the bottom of the page with a suitable gloss in Hebrew (or English). The idea behind this glossing is that while the learner listens to the teacher's reading of the passage, or reads it silently, he/she may glance at the bottom of the page and quickly grasp its meaning without stopping the flow of reading. When words repeat themselves in this manner throughout the text two or three times we can then add them to the 'active' list, and use them in exercises as well.

In order to support what was said so far, I would like to bring a few examples from the texts mentioned in the letter:

a) ESH 6 Language in a passage with the title "Operation Railway Station II: On the Lookout" on pages 23,24,25, has, out of about 240 words, five glossed words at the bottom of all three pages together and these are: "on the lookout", "restaurant", "suitcase", "keep an eye on", and "hope". In a very quick analysis of this list we find a number of idiomatic expressions which make the reading matter more natural but are not intended for practice on the part of the learner and these are: *lookout* and *keep an eye*

on. There is one word which may not require much more treatment since pupils will notice it on signs around them – ***restaurant*** (and usually the Hebrew gloss will be next to it anyway) and two words which will become active subsequently – *suitcase* and *hope*.

b) *ESH 6 **Reader*** The first selection "The Clever Farmer" has a number of active words that are presented in a dialogue preceding the reading selection itself: earn, spend, save, etc. and a number of items intended for recognition only, and which are glossed at the bottom: handful, impossible, etc. As a rule, more words are glossed in the reader since it is one of the objectives of this type of a text to expose the learner to more natural and somewhat less controlled reading material, hence more unfamiliar words.

The number of words glossed in each instance may vary according to the passage and according to the way in which it is utilized, but the same basic principles are followed throughout the series. Let us therefore consider some of the objections that teachers raise in reaction to our approach as described above; some teachers claim:

"A large number of glosses given at the bottom of the page prevents the learner from developing the skill of guessing from context."

"When the words are given at the bottom of the page with their Hebrew equivalents, there is no challenge left for the pupils."

These two claims raised by some of the teachers are definitely valid. We are very aware of the need to develop the skill of 'guessing from context'. We are however even more worried about the learner who confronts such a host of unknown words in a reading passage that he/she might be completely discouraged from attempting to understand that selection. So we would like to strike a happy medium: some words are taught prior to the passage (active), some are met in context and accompanied by a quick glance at the bottom, and some are still left to the individual learner to 'guess from the context'. We are however trying to provide the learner with support, and the teacher with an aid, which will allow to treat the passage more in terms of general comprehension rather than in terms of 'a lot of words' which need to be learned before we can even attempt to read the selection. Some teachers have expressed their delight with this approach and find it most suitable for the Israeli student. Moreover, the amount of glossing gradually decreases and special selections are included in the reader for 'silent individual reading' with no help from the teacher. If learners are made to feel that comprehension and enjoyment in reading are the real objective in reading, it is hard to see why a few glossed words would make the activity 'less challenging'. We could in fact add challenge by guiding learners to try and read the whole selection without glancing at the bottom, (try to guess the meaning of words which they do not know) and then test themselves on how well they guessed. This might be a useful technique in becoming a better and more effective reader in the future.

And now I would like to address myself to the second issue raised in the letter, namely the complaint against having the answers to the semi-programmed exercises in ESH 7 and ESH 8, Language 'Step-by-Step', given in the book and thus easily available to the learner.

Self-teaching, programmed materials are today well established in all areas of instruction. They have been used successfully with advanced and highly motivated learners as

well as with slow and non-motivated ones. In order to make such materials effective for any group of learners it is our duty as teachers and educators to create the right atmosphere and attitude on the part of the learner.

There are a number of things that the learner using such materials must develop:

a) As a learner using this text I am not competing against others but I am trying to teach myself. Every time I do better, I have improved and competed 'against myself' only.

b) If I cheat and copy answers 'without thinking' I have only cheated myself and I may not be learning as much as I could.

c) The teacher and the writers of this text have trusted me to do a good job of teaching myself – I want to prove to them that I can do it.

We all know how very difficult it is to bring the Israeli pupil to develop such attitudes, but I strongly believe that the 'weaker' and 'slower' learners can be made to develop them, more readily than highly intelligent and motivated learners. It is the first group that we are concerned with and it is for them that this system can work most effectively. Let us therefore undertake this difficult task of developing new learning habits, new attitudes to school and to English, and most important to oneself as a learner.

The pupil using the texts ESH 7 and ESH 8 should receive a frontal lesson as a starting point in each section followed by either group work or individual work. The group and individual work can be done with the exercises that have answers within the text. Let the pupils develop their own system of correcting and assigning grades by checking their own answers. They can correct them in groups or individually – the goal should always be "I want to see how well I can progress by myself and how much better I get every time". The teacher can then collect the books or perhaps just walk around the class and particularly praise 'the honest worker'. She/he should emphasize the fact that such an honest learner will also learn more and be better equipped for things that he will have to learn later in life. It is a different and hard task for the teacher, but the effort seems most worthwhile. I am personally convinced that after a while (and the beginning may be very hard) the pupils working in this kind of an atmosphere will have more faith in themselves and their ability to learn; they will also have a better attitude to school as a whole. Isn't this worth working hard for? And what is more, they will be actually well prepared for various practical and professional courses which they will certainly encounter later in life, and which will have the same basic features.

I would like therefore to end with a plea to both teachers and inspectors to carefully consider the principles upon which any textbook is based. If we want to use a text or a system most effectively, we must understand the rationale behind it. The only way to then give it a fair chance in the classroom, is to try and turn its basic features into *advantages* in our teaching rather than disadvantages.

With all that was said so far, it is obvious that we don't have to all agree on the same approach. In fact the *English Teachers' Journal* can provide us with a very suitable forum for exchanging ideas on such matters. Such a continued exchange, will then become most valuable for the textbook writers in their revision of the texts.

Elite Olshtain, Tel-Aviv University

Sir,

On Thursday 31 January about eighty teachers from Holon and Bat-Yam attended an "English Day" at Ben-Zvi School, organized by the school's English teacher, Rivka Shapira. The event started at eight o'clock with the Grade 8 pupils taking the classes through their morning physical exercises. From 8.15 till 8.50, the visitors were free to wander around the school and watch Grades 7 and 8 teaching pupils in the younger Grades both orally and by worksheets which included quizzes, puzzles and lots of "fun exercises". The second lesson took the form of quizzes between parallel classes under the guidance of the pupils in Grade 8, and ended at 9.40 when the visitors were invited to tea and biscuits in the staff-room. After the mid-morning break, pupils filled the gaily-decorated hall to sing and perform for the guests. The various sketches were taken from the textbooks. At 11.00 the guests were invited to attend "Play Now" – a competition modelled on the weekly television game "Play It", between the pupils in Grade 8. The competition was compered by the English teacher herself and continued until 12.30. It was evident throughout that the success of the whole event was due to the excellent teamwork of the staff, including the Principal, the crafts teacher and the music teacher. Without any doubt, the deachers departed with plenty of ideas regarding inter-class competitions and quizzes, which could be organized in the framework of the regular lessons. The enthusiasm and excitement of the pupils and their wholehearted participation make it possible for all teachers to realise the value of large-scale events of this nature as well as smaller-scale competitions for the less ambitious among us.

Sandra Rosenstein, Holon

Sir,

Nearly four hundred pupils between the ages of 14 and 16 from ten Intermediate Division (Junior High) schools in northern Israel (including Hatzor, Afula, Kiryat Shmona, Beit Shean, Nahariya and Acco) participated in a course on TUTORING given by the Department of Educational Technology, at the Technion, Haifa. The course consisted of three cycles of six days each. In each cycle, 120 boys and girls from Grades 8, 9 and 10 took part. The pupils were guests of the Technion, including overnight accomodation, meals and outings.

The future tutors participated in sessions of co-ordinated activities which enabled them to return to their own schools with a deeper understanding of the tutor-tutee relationship. The aim of the course was to enable the tutor to receive guidance and assistance in materials, games and methods by which he/she would be able to overcome academic difficulties and advance the tutee at his/her own speech. The tutors received guidance in English, Hebrew and Mathematics as well as in dynamic approaches to education (with the aid of closed circuit television) and role-playing.

Arlyne Gozali, Haifa

Sir,

The thirty minute performance of "My Fair Lady" in Migdal HaEmek was put on at the Cultural Center (Matnas) in the town, in a huge auditorium with bright lights and on a stage that has done justice to a number of professional theaters, few of which have been received as enthusiastically as these fifty pupils from three sixth grade classes (Yosefthal Elementary School). Yes, incredibly, Kita Vav successfully stages "My Fair Lady", all the more enjoyable because it had been adapted and rewritten to suit the level of their English.

The play was divided into three scenes. The first took place in the Covent Garden market, the second at the home of Professor Higgins, and the third was a ball in Buckingham Palace, no less! To give you just a whiff of it, here is the opening chorus, to the tune of "All I Want Is a Room Somewhere".

COME AND BUY ON THIS RAINY DAY,
FRUIT AND FLOWERS – NOT TOO MUCH TO PAY,
DON'T PASS ME BY TODAY
OH BUY MY PRETTY FLOWERS!

POOR ELIZA, DON'T YOU CRY –
WE'LL FIND SOMEONE TO COME AND BUY.
COME AND LET'S ALL TRY –
OH BUY OUR PRETTY FLOWERS!

Anna Sotto, the creatively-inspired writer, and Lucy Marnin, the inspiring and dedicated teacher, very cleverly solved two of the major problems involved in putting on a play: how to involve all of the pupils and how not to overburden any one pupil with a lot of learning by heart. There were no "stars"; the main roles were divided among several pupils and the transfer of parts from one actor to the next was done smoothly and identifiably by giving each of the main characters a distinctive feature – e.g., Eliza a hat, Higgins a pipe, etc. As one pupil finished, he or she went off handing the characterizing item to his "alter ego". Not only the audience was absorbed – each of the little actors on this exciting stage had to be alert and absorbed in the development. The real proof of the success of the co-producers was that there wasn't a single faux pas of the kind one so often encounters in foreign language pupil-productions where words are learnt by rote without being fully understood. Any teacher seeing the end result – the sheer joy in the auditorium on both sides of the footlights as well as the obvious amount of learning accomplished – would surely be motivated to try her hand at a similar project.

Zippora Dubin, Migdal Haemek

TEACHING IN HETEROGENEOUS CLASSES

סיכום ארבע שנות הניסוי בכיתה הטרוגנית בכיתה ז', כנגד הפעלת הקבצה הומוגנית בשנתון הזה. השיטה - עבודה בקבוצות ולימוד יחידני, ודרישות דיפרנציאליות, בלי תכנית למודים קבועה ומחייבת. השלכות על התלמידים, על המורים ועל הנהלת בית הספר, בבית ספר "בן שמן". ששה בתי ספר הצטרפו לניסוי.

A READING EXPERIMENT

הקנית מיומנות קריאת חומר אותנטי בכיתה י', באמצעות עבודה בקבוצות, ועבודה יחידנית, המנעות מציונים פורמליים, והתגברות על ה"פחד" אשר תוקף תלמיד כאשר הוא יושב בפני טקסט חדש. תיאור הטכניקות שהמורה השתמשה בהן כדי ללמד את הקריאה, הן האינטנסיבית והן האקסטנסיבית.

READING STRATEGIES

היום, הדגש הוא על הלומד, ולכן יש לחבר חומר למוד אשר יענה על יעדי התלמיד - "אנגלית למטרות מיוחדות". בבית הספר התיכון השלב הוא "טרום־אנגלית למטרות מיוחדות". דגש שני היום הוא בניתוח הטקסט כולו, דהיינו סגנונות שונים; המחברת מציעה להתחיל בסגנון סיפורי ולאחר מכן לעבור לסגנונות אחרים.

ENGLISH TEACHERS' ASSOCIATION ידע על אגודת המורים לאנגלית בישראל.

INSTRUCTIONAL TELEVISION

שילוב בין "ללמוד לקרוא" לבין "לקרוא כדי ללמוד", דהיינו שימת דגש על משמעות תוכן הקריאה. כתוצאה מגישה זו, ייצא לאור בקרוב ספר קריאה אשר ילווה את סידרת המשדרים לכיתה ז'. פרטים על המשדר לכיתה י' "משימה אפשרית", אשר ילווה בחוברת לימוד. הכנות לתכנית חדשה לכיתה י'.

LETTERS TO THE EDITOR

מכתבים למערכת: על השימוש בעברית בספרי למוד לאנגלית, פניה לתלמידים במצרים, "יום אנגלית" בחולון, קורס בחונכות, הצגה במגדל העמק.

תמצית המאמרים המופיעים בעלון זה:

INFORMATION FOR TEACHERS

ביקור בארץ של פרופסור הלגה ריברס; ספרי־לימוד לבתי הספר, שנת הלמודים תשמ"א (1980-1981); ספר למד חדש (נט"ע) להקבצה ג' בכיתה ח'; ספר למד חדש לתלמידי מסמ"ם בכיתות ט'; השתלמויות מורים; למדי מ.א. בהוראת אנגלית כשפה זרה באוניברסיטת תל־אביב; ספר למד חדש לכיתה ח' (סדרת "אנגלית לדוברי עברית"); מבחני השגים מתוקננים; ספר הצעות למורים בכיתה ד'; עתונים באנגלית לשימוש בבתי הספר; חוברת אוסף בחינות בגרות;

THE RIGHT TO READ

השוואה בין דרכי הקנית מיומנויות הקריאה ללומדי שפת האם לבין לימודי שפה זרה או שניה. יש להבחין בין הקריאה/ההאזנה, שבהן רצוי לחשוף את התלמיד גם לחומר שלא נלמד מראש, לבין מיומנויות הדיבור/הכתיבה, שבהן רצוי לדרג ולצמצם את החומר. יש להדגיש את הקריאה הדמומה, ולא הקריאה בקול.

TEACHING READING COMPREHENSION

על ההבדל בין הוראת הבנת הנקרא לבין המבחן בהבנת הנקרא. מימצאי מחקרים בתהליכי הקריאה בשפת האם-הקריאה כאינטראקציה בין המלים בדף לבין "ידע העולם" שבראשו של הקורא. דרכי הוראה שתזרנה למורה לספק את ה"מוכנות" ואת "ידיעות הרקע". טכניקות הקריאה היעילה.

SOCIAL AND ECONOMIC INFLUENCES

עלית חשיבותה של השפה האנגלית בישראל בשנים האחרונות נשקפת בדרישות ההורים שילדיהם יגיעו להישגים גבוהים בשפה, לרבות שעורים פרטיים לתלמידים אשר אינם זקוקים לחיזוק השפה כדי להתמדד עם דרישות הכיתה. לחוגי הלמד לתלמידים "דוברי אנגלית" השפעה חשובה על שאר התלמידים, אשר רבים מהם רוצים להכנס למסגרת זו. לתופעות אלה השלכות על תכנית הלמודים בחטיבת הביניים בבית ספר רנה קסין, ירושלים.

MONOLINGUAL DICTIONARY

הצורך להכשרה מיוחדת בשימוש במילון חד־לשוני (אנגלי־אנגלי), הצעה לתכנית אשר תקנה ללומדים את מיומנות השימוש במילון, על ידי תרגילים בכתיב נכון, בהיגוי, בדיקדוק ובסמנטיקה, הכל משולב היטב עם שאר הלימודים בכיתה.

TEACHING IN GRADE FOUR

עבודת סמינריונית מסטודנטים בסמינר לוינסקי בתכנית הלמדים בכיתה ד'. הנושאים שנבחרו: בבית, התחבורה, והספורט, לרבות פריטים לשוניים, שירים, ותיכנון השיעור.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

מספר 23

תמוז תש"מ, יולי 1980